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ABSTRACT

This report on the education professions covers the current federally funded teacher centers, the antecedent Federal role in the development of teacher centers, and teacher center development in several other countries. It is divided into four major categories. Part one contains two articles--one on the history of the Federal role in the development of teacher centers, the other on the scope and rationale of inservice education and teacher centers. In the second part current efforts in teacher center development are discussed with descriptions of several active centers. The third section examines possible new directions for teacher centers. The final part consists of two appendixes: a comprehensive indexed bibliography and a directory of centers. (JD)

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COMMISSIONER'S REPORT ON THE EDUCATION PROFESSIONS 1975-76

Teacher Centers

ED150113

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COMMISSIONER'S REPORT ON THE EDUCATION PROFESSIONS 1975-76

Teacher Centers

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Joseph A. Califano, Jr., *Secretary*
Mary F. Berry, *Assistant Secretary for Education*
Office of Education
Ernest L. Boyer, *Commissioner*

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FOREWORD

Section 503(b) of the Education Professions Development Act (20 U.S.C. 1901b), enacted June 29, 1967, P.L. 90-35, requires that "the Commissioner shall prepare and publish annually a report on the education professions..."

In meeting the above requirement this report, the fifth in the series, distinguishes itself in several ways. With respect to the subject treated, it is the most comprehensive effort in the entire EPDA report series, covering not only the current federally funded teacher centers and the antecedent Federal role in the development of teacher centers, but also describing teacher center development in several other countries. Additionally, the report treats the rationale or philosophy of the movement, thus facilitating understanding of the basic assumption that teacher-governed centers are inherently good for education, and especially for American education. Also, since the interest and views of the various client groups will bear crucially on the future effectiveness of the center movement, major professional organizations and others concerned about teacher centers accepted our invitation to contribute chapters to the report. The leadership of the American Association of Colleges for Teacher Education, The American Federation of Teachers, and the National Education Association have, for the first time in the history of this report series, lent their strong and informed voices to this comprehensive overview of the teacher center movement, its beginnings, its problems and especially its promise as a strategy for the improvement of American education. The Teachers' Centers Exchange, a project supported by the National Institute of Education, also contributed a useful chapter to the report. And finally, the publication of the report coincides fortuitously with the imminent launching of the first federal program "in which teachers themselves will help decide what they need to study," to quote Commissioner Boyer. The Commissioner added, "It seems incredible that something so obvious--giving teachers control over their own continuing education--has taken so long..." As the teachers nationwide begin to organize locally to participate in the program they will find in this report a useful store of information to assist them in their planning efforts.

It is expected, additionally, that the report will be useful to the Congress, to policy-makers at the local, State and Federal levels and to other persons concerned about effective strategies and program designs for enhancing the professional growth of teachers.

W. Thomas Carter
Director, Division of
Educational Systems Development

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PART ONE: THE CONTEXT

ERRATA

PART ONE

Chapter I

Page 2, first line should read: "toward introducing the related concept into the educational system."

Page 3, first paragraph line 5: read "American Association of Colleges" for "American Association of College."

Page 3, last paragraph, line 4: read "perform" for "preform."

Page 4, third paragraph, line 7: read "communities" for communities"

Page 7, #2, line one: add "generally supporting" between "Although" and "the."

Page 7, sixth paragraph, line 5: read "mills):" for "mill:"

Page 9, third paragraph, line 8: read "Wyerhaeuser" for "Wyethaeuser." line 14, insert "and" between "needs" and "for."

Page 11, first paragraph, line 6: substitute "later" for "above."

Page 12, first paragraph, line 6: read "strengthening" for "strengthen." line 8: delete "and."

Page 14, second paragraph, line 2: read "from" for "for."

Page 15, third paragraph, last line: read "its" for "the."

Page 17, first paragraph, line 3: read "teacher/teaching center experience" for "teacher/teaching experience."

Page 18, NOTES, #2: read "detail" for "detailed;" #3 read "Education Professions Development." for "Education Development;" #4 read "Reform" for Erform;" #22 read "Educational for "Education." (In both cases)

PART TWO

Chapter VIII

Page 122, after first paragraph insert heading "Participants;" after second paragraph, insert heading "Facilities."

Page 123, after first paragraph insert heading "Instructional Programs."

Page 123, second paragraph, line 6: read "intense" for"internal."

Page 124, first paragraph, line 1 second word: read "nations" for "centers;" line 6: read "needs" for "need;" line 7: read "either or syndrome" for "either or."

Page 125, third paragraph, line 4: read "participants as colleagues," for "participant colleagues."

Part Three

Chapter IX

page 133, first paragraph,line 24: read "Nation's" for "Natoin's"

page 133, last paragraph , line 4: the copy of the law referred to is appended to this errata section

page 134, #1, line 2: delete dash

page 138, last line: read "through" for "thorugh."

page 139, #3: read "individual" for "individuals"

Chapter X

page 147, line 8: read "ago" for the first "as"

page 143, last paragraph, line 1: read "new" for "nive."

page 147, 3rd paragraph, line 1: read "should" for "shouls"

Chapter XI

Chapter XI has been reproduced in its entirety as part of this errata section.

Chapter XII

page 151, first paragraph, line 2: read "endorsed" for "endoresed."

page 151, last paragraph, line 10: read "training" for "trianing."

page 152, second paragraph, line 3: read "participation" for "pargicipation."

page 154, #1, line 3: delete "education"

page 155, last line: read "evaluation" for "eaaluation."

page 156, line 2: read "conversely" for "conersely."

page 156, line 4: read "provision" for "providion"

Part Four

Appendix B

Page 207, first paragraph, line 1: read "comprehensive" for "comprehensive."

Page 207, second paragraph line 7: read "or" for the first "of", line 8: read "Toward" for "Two and."

Page 208, first paragraph, line 2: delete apostrophe from teachers; line 3: read "subjects" for subject."

Page 208, second paragraph, line 3, substitute "and" for semi-colon.

XI. THE NATIONAL EDUCATION ASSOCIATION AND TEACHER CENTERS

For some time it has been the firm belief of the National Education Association that inservice education for teachers must be (1) an essential and continuous function of a career in teaching and an extension of preservice preparation, (2) established on the basis of teacher needs identified by those teachers, (3) planned, governed, and evaluated largely by those teachers, (4) integrated into each teacher's professional assignment, and (5) financed by public funds.

In the last few years, as a result of a decline in student enrollments, a decrease in the number of teaching positions and a reduction in teacher turnover, the emphasis on the education of teachers has been shifting from one of preservice to one of inservice. During this period of time NEA in its Instructional Needs Assessment Program has been continually surveying teachers across the country. In these surveys, teachers identified their concerns and needs in terms of instruction and professional development. Almost universally those teachers have placed inservice education as one of their greatest problem areas.

What is the reason for this perception of teachers? During the last ten years or so there have been increasing pressures on teachers and the schools to deal with some serious social problems of the community such as drug abuse, integration, vandalism, disrespect for authority, etc. At the same time more students have been remaining longer in school and having increased expectations for job preparation and further education. All of this has been taking place during the time of a constricting economy that frustrates student ambitions for upward mobility and the school's ability to satisfy the needs of students.

The focus of many of these pressures has been and remains on schools, and particularly on teachers to compensate for what other segments of the community cannot or will not do to deal with these problems. This compensatory expectation has fallen on the shoulders of teachers who are simply, by their own frank admission, unprepared to deal fully and effectively with it. Certainly nothing in their college preparation and state certification programs prepared them for such responsibility. Teachers, by their nature and training, are particularly sensitive people. This characteristic, however necessary and useful, is not enough to fulfill the kinds of responsibilities that the community has abdicated to and come to expect from its teachers.

In response to this situation state departments of education and administrators of school systems have developed and implemented programs of inservice for teachers, sometimes with university assistance. This is basically where the problem of inservice lies in the eyes and experiences of teachers. Such imposed programs have simply not met the needs of teachers and undoubtedly never will. What they do satisfy is administrator needs to demonstrate to a school board and community that they are taking necessary actions in doing their jobs. The teacher reaction to such imposed teacher inservice programs has been a resounding negation of their effectiveness for meeting real teacher needs for helping children learn.

It should also be noted that teacher opinion is in some cases based not only on a view of the quality of an ongoing program, but also on the absence of <u>any</u> program.

The U.S. Congress with the strong influence of the National Education Association passed a law in 1976 authorizing the establishment of federally financed teacher centers for purposes of providing inservice education and curriculum development opportunities for teachers to serve better the educational needs of their students. This law, if given sufficient funding and the appropriate regulations to guide its implementation, has tremendous potential to eliminate the present facade of teacher inservice education and to provide the help that teachers have been needing but have been generally unable to achieve. It not only will provide needed resources, but will provide a kind of climate for teachers that will enable them to exercise their own creativity, knowledge, and resourcefulness in developing curriculum and updating skills.

In order for this law to come to effective fruition NEA believes: that the teachers on the policy board must be appointed by a teacher bargaining agent or the teacher organization with the highest teacher membership when no bargaining agent exists; that the teacher center policy board must be involved in and approve of the teacher center grant proposal that a Local Education Agency (school board) submits to state and federal agencies; that excessive monies not be skimmed off at the state level to increase state bureaucracies and to subsidize unnecessary and time-consuming decision-making processes that would more likely satisfy the administrative control needs of a state department of education and do nothing for helping teachers; that center funds be allowable for paying substitute teachers so that teacher center programs can be offered to and be accessible to classroom teachers during as well as after the regular teacher workday; that school districts be required to maintain at least their present level of support for inservice education for the duration of a teacher center grant.

All of these objectives are directed toward insuring teacher accountability to teachers for any program that is developed and that money and control are both in the hands of teachers to see that the job gets done. If these NEA objectives are met, then teachers will be able to design and implement programs which will meet their own identified needs for teaching students. This represents a significant and positive change for both teachers and students.

If these objectives are not met, then the probability of the intent of the law becoming fulfilled is minimal and the teacher center movement with so much potential for helping teachers will fail. The money will have been wasted. The same people who have been in control of the present ineffectual inservice education will continue (many with the help of various government funds) to function and other people will wonder what happened. The teachers will know. They know now. They want to prevent it from happening.

There has been a great deal of rhetoric about teacher involvement. This law represents far more than "involvement." It means a significant degree of teacher control over a very mundane sounding but very critical matter: getting needed help.

One important aspect of inservice is the role of the university. NEA expects as these federally supported teacher centers develop that university support will be a necessary and integral part of the movement. The locus of that support is likely to shift from a primarily campus-based

to a more field-based effort where the teachers, their center activities, and their problems are located. This has implications not only for a school of education within a university but the total university because the teacher center will lend itself nicely for developing relationships between elementary and secondary teachers and a number of departments/schools within the university. With the school of education in a leadership role in this effort then its own status within the university will be enhanced. In the typical university such enhancement is needed. Other important aspects are the possibilities of teacher centers utilizing teachers to teach teachers and community resources for both inservice and curriculum development.

The NEA believes the teacher center movement engendered by this federal law can mean significant and positive change for teachers. It can also simply be a facade of change. Teachers don't wish to waste their time and anyone's money for the latter effort.

Teachers do want teacher-centered inservice education. The NEA and its 1.8 million members in 10,000 state and local affiliates are committed to making the law, whose passage they vigorously supported, work.

It is NEA's hope that all segments of the educational community will be supportive in this effort which is seen here as a key to the improvement of education for our children and youth.

"PART A—TEACHER CORPS PROGRAM"

and by adding at the end thereof the following new part:

"PART B—TEACHER TRAINING PROGRAMS

"AUTHORIZATION OF APPROPRIATIONS

20 USC 1119.

"SEC. 531. There are authorized to be appropriated $75,000,000 for the fiscal year 1977 and for each of the fiscal years ending prior to October 1, 1979, to carry out the provisions of this part. Of the sums so appropriated for any fiscal year not less than 10 per centum shall be available for each of the programs authorized by sections 532 and 533.

"TEACHER CENTERS

Grants.
20 USC 1119a.

"SEC. 532. (a) (1) The Commissioner is authorized to make grants to local educational agencies in accordance with the provisions of this section to assist such agencies in planning, establishing, and operating teacher centers.

"Teacher center."

"(2) For the purpose of this section, the term 'teacher center' means any site operated by a local educational agency (or a combination of such agencies) which serves teachers, from public and nonpublic schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary, may—

"(A) develop and produce curricula designed to meet the educational needs of the persons in the community, area, or State being served, including the use of educational research findings or new or improved methods, practices, and techniques in the development of such curricula; and

"(B) provide training to improve the skills of teachers to enable such teachers to meet better the special educational needs of persons such teachers serve, and to familiarize such teachers with developments in curriculum development and educational research, including the manner in which the research can be used to improve their teaching skills.

"(b) Each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by such center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers. Such board shall also include individuals representative of, or designated by, the school board of the local educational agency served by such center, and at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area.

Application.

"(c) (1) Any local educational agency desiring to receive a grant under this section shall make application therefor at such time, in such manner, and containing or accompanied by such information, as the Commissioner may by regulation require. Each application shall be submitted through the State educational agency of the State in which the applicant is located. Each such State agency shall review the application, make comments thereon, and recommend each application the State agency finds should be approved. Only applications so recommended shall be transmitted to the Commissioner for his approval.

"(2) Any local educational agency which has submitted an application in accordance with paragraph (1) of this subsection which is dissatisfied with the action of the appropriate State educational agency may petition the Commissioner to request further consideration by the State educational agency.

"(d) In approving any application under this section, the Commissioner shall insure that there is adequate provision for the furnishing of technical assistance to, and dissemination of information derived from, the proposed teacher center by the appropriate State educational agency. Such State agency shall be adequately compensated by the Commissioner for such review of applications, recommendations, submissions, technical assistance, and dissemination services.

"(e) Any local educational agency having an application approved under this section may contract with an institution of higher education to carry out activities under, or provide technical assistance in connection with, such application.

"(f) Notwithstanding the provisions of subsection (a) (1) of this section with respect to the requirement that teacher centers be operated by local educational agencies, 10 per centum of the funds expended under this section may be expended directly by the Commissioner to make grants to institutions of higher education to operate teacher centers, subject to the other provisions of this section.

I. A PARTIAL HISTORY OF THE FEDERAL ROLE IN THE DEVELOPMENT OF TEACHER CENTERS

Allen Schmieder
U.S. Office of Education

Introduction

The impetus for the development of teacher centers has come from many different sources and forces. As Joseph Young, former director of the President's Advisory Council on Education Professions Development and now a staff member with the National Institute of Education once said, "Few new educational innovations have had the widespread support and acceptance enjoyed by the teacher center."[1] It is in fact probable that this broad-based involvement in the development of the concept has had much to do with its high popularity.

Although, as with any important education movement, some historical roots could be traced back many decades and there is an "ancient history" for teacher centers, the major forces shaping the teacher center movement in this Nation have generally evolved during the last decade. Most powerful among them have been the increased interest of the organized teaching profession in its own professional development; financial and substantive support from private foundations, the Federal Government, and several State and local governments; a strong United States interest in the nationwide development of teacher centers in the United Kingdom and Japan; higher education's initiation of field-based training centers; and the growth of a number of related education concepts or approaches, e.g., open education, competency-based education, alternative schools, and staff development as an instrument of change.

This diverse support base not only helped ensure the eventual large-scale introduction of teacher centers into the Nation's educational system but, because each of the different groups and institutions tended to support a particular kind of center, it also resulted in the building of a great variety of centers. The private foundations, for example, generally sponsored independent centers which usually catered to individual teachers who "dropped in" voluntarily to seek help with immediate, specific instructional problems; government agencies started centers that focused on systemwide problems and emphasized that better ways should be found to match resources with needs and to disseminate validated practices and products; the organized teaching profession advocated centers operated by teachers, designed to meet instructional needs identified by teachers, and places in which much of the curriculum development and teacher training is done by teachers; centers organized by institutions of higher education, usually called teacher education centers, have given highest priority to helping pre-service student teachers make the transition from college training to classroom teaching; and, finally, centers stimulated by certain educational approaches or concepts have directed much of their programming

toward introducing the related concept into 2nd using it in, the educational system.

Although these generalities would hold up for most centers growing out of each of these "modern roots" of the teacher center movement, there are of course many exceptions for each category. In fact, almost everyone who has closely examined teacher centers across the Nation has strongly maintained that although some have certain characteristics in common with others, no two are alike.

It would be enlightening to explore the relative impact of each of these important catalysts of the still youthful center movement; however, this chapter will focus on the historical development of the Federal Government's role in center development. It is hoped that the next several years will see a number of studies of the growth of the teacher center concept which will more thoroughly analyze and document its many-splendored past. Because of the complexity of the heritage of centers, such studies could provide considerable insight into how an important new education approach can be developed, tested, and widely introduced into the system. This particular slice of history is in no way intended to exagerate the importance of the Federal Government in building teacher centers but is presented to (1) briefly summarize some of the Division of Education's experience in the area, and (2) provide a context for this document's later analysis of the teacher center pilots which were supported under the Education Professions Development Act (EPDA).[2]

USOE Support for Teacher Center Development

The Federal Government's involvement in the development of teacher centers and related structural and conceptual elements, like the other support sources mentioned earlier, has been very diverse. Title III of the Elementary and Secondary Education Act (ESEA); Titles III and XI of the National Defense Education Act (NDEA); the National Teacher Corps; the Fund for the Improvement of Post-Secondary Education (FIPSE); the Teacher Education and Local Problem Solving Divisions of the National Institute of Education; the Institute Program of the National Science Foundation; the Aesthetic Education centers supported by the National Foundation for the Arts; and B-2, Triple T, Protocol Materials, Task Force 72, and the National Field Task Forces of EPDA--all have supported projects which helped lay the groundwork for teacher center programs.[3]

If one were to consider the foundations of separate elements of a teacher center, e.g. the development of curriculum materials or the formulation of needs assessment instruments and approaches, the list of related programs would be considerably longer. Because this report is essentially concerned with the last year of EPDA, emphasis is given to the contributions of the projects funded under that program. As with the non-Government antecedents of the current teacher center movement, we hope that future scholars and teacher center aficionados will deeply

research the nature and impact of the Government programs that are not detailed here.

Historical Development

The main roots for later EPDA involvement in teacher center development started in 1966 under one of its predecessor programs, Title XI of the National Defense Education Act, with the establishment of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth.[4] The Institute, administered by the American Association of College for Teacher Education, was composed of a cross-section of university and school personnel who were specialists in the education of the disadvantaged and in the preparation of teachers for work with educationally deprived children and youth. The committee was charged with identifying the major problems and issues confronting teacher education. Monthly task-force seminars held from July 1966 through May 1968 dealt with the Institute's main purpose: recommendation of useful strategies for implementing changes in teacher education that would make it more responsive to the social, cultural and technological demands of our time. Two years of study and research, involving a large number and range of outside consultants and interactions, culminated in the publication of Teachers for the Real World[5] --a work that summarized the findings of the committee and its related experts and made specific recommendations for Federal programmatic action. The principal recommendation was to develop a national network of training complexes, a close relative and important ancestor of the teacher center. Responding to the potential of this concept, the Office of Education created an Ad Hoc National Advisory Committee on Training Complexes to discuss and review the idea of the training complex as a prelude to launching a series of pilot projects, from which might emerge a major new national program. The committee studied training-complex-like centers across this Nation, in England, and in Japan.[6] The following is a synthesis of their conceptualization of the training complex.

> The training complex is a social invention or institution to facilitate cooperation between colleges and universities and the schools, in improving the preservice and inservice training of teachers and other school personnel. Further, it provides a convenient and efficient means for engaging in this enterprise the full resources of business and the community.
>
> In its fully-developed state, the training complex can provide a permanent responsible highly qualified professional leadership, working in a specially designed setting, ideally on neutral ground, to preform those training tasks for which the schools and the colleges have technically shared a joint responsibility, but which have inevitably suffered because they were not the central responsibility of either party.

In the preservice education of school personnel, the training complex will perform a role comparable to that of engineering in relationship to science, bridging the gap between theory and practice by the use of appropriate protocol and training materials, the teaching of a repertoire of methods, the provision of controlled experiences with children and tailor-made practicum experiences, related both to the needs of the candidate and the school and community situation in which he is likely to work.

Similarly, the inservice program developed will be task-oriented, designed to meet the needs of specific school personnel and of specific changes in our national life.

The complex in consultation with the schools can make longrange systematic plans related to priorities in a given situation, and with a continuous nuclear staff can supplement itself in bringing these plans into fruition through its knowledge of and access to the training resources in the schools, institutions of higher education, and the communities which it serves. When fully developed, it is expected that a training complex will have the capacity to serve a broad variety of training needs, ranging from pre-school through adult education, and from the training of social service workers to policemen. It will also provide a regional delivery system for educational innovations, e.g., new curriculums and new instructional techniques, developed both at the national and local levels. This "delivery" process will help to generate the kind of continued reform and renewal that is critical to the quality and success of our nation's schools.

Ordinarily, it will not offer the theoretical knowledge customarily provided by the university nor the supervisory help usually provided by the schools, but in communities where there are no institutions of higher learning, or insufficient supervisory support, it will secure or provide whatever training is necessary to enable the schools to meet their educational goals.

In short, it will be a specially designed quasi-independent organization, flexible enough to supply needed training services, varying in specific character according to the educational environment in which it exists.[7]

Training Complex - Phase I

These are thoughtful and meaty paragraphs. They contain a number of important ideas and labels that have since become well known to savvy teacher educators. In anticipation of a probable separate and substantial national training complex network,[8] a number of small pilot projects were started as part of the Trainers of Teacher Trainers (TTT) Program. These pioneer projects were of two types: organizational and functional. Those in the first category were to experiment with various training center structures and those in the second were to start developing curriculums in substantive areas that were certain to become high priority training foci of the complexes that were to be eventually established across the Nation. The only criteria prescribed for proposing agencies were:

1. participation by all pertinent groups in the early stages of conceptualizing the project
2. establishment of policy and decision-making structures early in the planning stages
3. careful delineation of the responsibilities of each participating group

The pilots which would probably be more appropriately labeled as "micro-pilots" were considered to be only building blocks or elements of the comprehensive training complex model. They were designed to study and test specific problem areas which the committee felt would have to be confronted by training complex developers--no matter the size or program emphasis.

The following four functional pilots were selected for the programs first round:

1. Center for Training in the Emotional Aspects of Learning, University of California, Berkeley
2. Methods Applicable to the Training of Educators (MATE) (A study on training for behavior modification methods.) Institute for Behavioral Research, Silver Spring, Maryland
3. Northern Applachia Training Center for Teachers in the Technologies, West Virginia University, Morgantown
4. Self Realization Development Model, Clark University, Worcester, Massachusetts

Each of these pilots was to complement the others and substantive overlaps were minimized. Each was considered to be replicable rather than unique and was expected to provide knowledge about many of the important criteria by which training complexes could be judged. The findings of the functional components were to be utilized directly by the structural pilots in their initial experimental phases.

Other functional component pilots that were to be developed in a second phase would deal with the "experience and analysis of educational social systems" and "teacher competence training models". Each of the proposed functional component pilots were funded at a very modest level: approximately $15,000 per project.

Three "structural" pilots were also started in order to develop and test some possible training complex forms--to experiment with the institutional character of a complex:

State University of New York at Stony Brook Training Complex, Stony Brook

Appalachian State University Training Complex, Boone, North Carolina

Southeastern Oklahoma State College--Dallas Independent School District Training Complex, Dallas, Texas.

A great deal was learned from these seven original complexes that helped lay the groundwork not only for the teacher center movement but for the very successful training complexes that were later supported by the Teacher Corps. Many of their accomplishments were chronicled in a periodically produced Teacher Center Newsletter that was published by the Stony Brook Center.[9]

Becoming more teacher-center-like with time, all the structural pilots are still operating in 1977. The only functional center to survive is the technology-oriented program at the University of West Virginia.

In November 1970, an agency-wide Task Force, later called Task Force 72[10] was established by the Office of Education to study problems and trends in teacher education and make recommendations for future program directions. Task Force 72 was also given the responsibility for continuing the operation and study of the training complex and the group gave high emphasis to the concept in its numerous and widespread deliberations on educational reform. Brainstorming sessions were held at most major national professional association meetings, and special conferences were arranged with representatives of leading teacher organizations and with all levels and types of educational personnel.[11]

These discussions involved some 13,000 educators. In general, their response to the training complex idea was more enthusiastic than that for any of the other educational innovations and movements on the national scene at the time. In fact, a gathering of representatives of major teacher groups, recommended that the Office of Education itself, should become a "National Training Complex" and provide leadership in the upgrading of staff development programs in all sectors of education.[12]

Regardless of their specific role almost everyone agreed that some mechansim similar to the training complex was of critical importance in leading the way to a massive national effort aimed at improving the quality of instruction in our schools and colleges. As a result of the Task Force 72 efforts, several major modifications emerged for the "original" training-complex concept outlined in Teachers for the Real World and summarized earlier in this chapter:

(1) The requirement of "neutral territory:--of a new kind of educational institution--was considered to be unnecessary and probably impractical. It generally was felt that the existing "school and college establishments" should be confronted directly and challenged to find more effective ways to combine their efforts in the solution of critical local educational problems. Most participants in the nationwide discussions aruged that the education of children and of teachers was too important to isolate in some "neutral territory."

(2) Although the idea that the complex should strive to provide training services for all kinds of personnel--both within and outside the field of education--almost all groups urged that highest priority be given to the improvement of teachers already in service.

(3) In addition to providing training supported by a regular "institutional" budget it was concluded that the complex could also serve as a coordinating mechanism for federal and other "outside" funded staff development programs.

(4) It was also recommended that centers or complexes should serve as "delivery systems" for new educational products and approaches.

In addition to the recommended changes for the training complex, the Task Force identified a number of general problems in teacher education that had implications for complex development (which also offered teacher center advocates considerable grist for their mill:

1. Lack of a total systems approach to teacher education. There is no comprehensive planning for teacher education and continual renewal, from the time interest in teaching is first expressed until the time of retirement.

2. School-university-community trichotomy. Working relationships among these important educational constituencies are generally poor or nonexistent.

3. Need for more relevant training settings. Most formal teacher education takes place in relative isolation from real classrooms and teaching situations.

4. Lack of universally accepted criteria regarding good teaching. The controversy over whether good teaching is an art or a science continues. Few efforts have been made to consolidate and build upon the existing knowledge base.

Three other problems (though not specifically related to any one of the educational concepts studied, were also considered to be extremely important:

1. General lack of parity among participant groups in the development, implementation, and evaluation of educational programs

2. General lack of research foundations for many important educational approaches and training programs

3. General lack of feedback and adjustment (renewal) systems in most training programs

Training Complexes/Teacher Centers - Phase 2

In addition to being charged with developing recommendations for future Office of Education program directions, Task Force 72 was given a modest amount of money to support existing projects in subject areas under study, and to stimulate new trial projects in some of the education approaches that were identified by the group as important directions for teacher education. As indicated earlier, the structural pilots were continued but because there was almost complete agreement among Task Force participants that training priorities for centers should be determined locally, the functional pilots were phased out. A series of new training complex pilots were started--this time with an emphasis on collaborative development among the major constituencies in teacher education, of training programs that would take place on hot, real turf, rather than in some artificial neutral territory.

Following are brief descriptions of the projects supported under this second phase of training complex development. Although they received minimal funding--about $50,000 per year--many flourished and most still exist. The descriptions are included because they provide capsule outlines of the important "original" elements of each of the pilots and clearly illustrate the diversity of character that has since become a hallmark of centering.[12]

Collaboration/Complex Pilots

Appalachian State University, Boone, North Carolina. The Appalachian State Teacher Center--governed by an Advisory Committee

composed of school, community, and university people--will continue to be a resource center for experimentation, for development of workable models to replace traditional programs of preservice and inservice training, and for the continuous training of teachers in a totally integrated (university/community-college/school/community) learning laboratory that emphasizes the particular needs of rural Appalachians. One training model already is operational: the teaching-learning team. Each team is composed of a college supervisor, an experienced teacher, a first-year teacher, a student teacher, a student aide, and their pupils. On a one-to-one basis, the team cooperatively develops new teaching approaches and articulates the necessary competencies. These approaches then are tried by the trainees in public schools. The Teacher Center also has established cooperative arrangements with the Regional Education Laboratory of the Carolians and Virginia (RELEV), the Learning Institute of North Carolina (LINC), the Department of Public Instruction, the North Carolina Association of Educators, the TTT, the Lighthouse School, and the Alamance County, Winston-Salem, and Forsyth County Projects.

Louisville Public Schools, Louisville, Kentucky. The Louisville Urban Education Center will join the Louisville Public School, the University of Kentucky, and the University of Louisville in a unit that will organize and coordinate programs of research, development, and trianing to deal with the most critical problems facing urban education. Louisville (through its site-concentration Project Focus) already has begun to coordinate federal programs with overlapping objectives--such as Teacher Corps, COP, Project Transition, Follow Through, School Desegregation Project IV, Head Start, Title I, and various vocational education programs--in order to focus all efforts directly on problems. Already it has become obvious that much can be done toward more effective educational programs. Through cooperative efforts of several schools, the Louisville Urban Education Center will further this effort and will contribute its various resources, computing centers, and other support systems.

Portland State University, Portland, Oregon. The Portland Area Complex for Education (PACE) will be developed by the School of Education at Portland State University, the Portland public schools, and various other private and public agencies (including the Northwest Regional Educational Laboratory, the Portland City Council, the Oregon Department of Public Instruction, Model Cities, Museum of Science and Industry, Portland Community College, TTT, EPDA Reading-Language Arts Program, Wyethaeuser Lumber Company, the American Institute of Architects, Tethonix Corporation, the Union of Apprenticeship Training Program, the Georgia-Pacific Company, the Portland Chapter of the AFT, and the PTA). This center will make an in-depth needs assessment of previous educational efforts, and will establish the process both for the completion of resources to meet these needs for the vehicle for communication of resources.

Cleveland Public Schools, Cleveland, Ohio. The Cleveland Teacher Center will provide a vehicle for effective collaboration and coordination of resources among various educational institutions in this area--including the school system, teacher unions, PTA, Cleveland Federation of Principals and Supervisors, and the Cleveland Chapter of the American Society for Training and Development. It not only will provide a communication system, but also will serve as a delivery system for training services needed in the area. During the first year, "mini-projects" involving about fifty trainers will be operationalized to provide active case-study data for the planning staff.

In addition to gaining responsibility for continuing the development of the Training Complex Program, Task Force 72 was asked by the Commissioner to work with the Elementary Education Models that had been initiated and sponsored by the National Center for Educational Research.[13] These Models had been evolving for two years and had essentially developed plans for totally reforming elementary teacher education along systematic and competency-based lines. Despite the lack of a solid, dependable financial support base, this group of ten projects had a profound effect on a number of Federal programs and became one of the most influential forces in American teacher education. Because the kind of large-scale support that would be required for fully implementing these models was not provided, a great deal of time and discussion was devoted to finding alternative ways to continue the outstanding work that was started by the projects. Because of the almost equally high popularity of the training complex/teacher center and the Elementary Models, and the many potentially reinforcing relationships that could exist between the two, Task Force 72 provided mini-grants to each of the Models with the simple requirements that they "cultivate their service area" regarding the teacher center concept and explore the implications of the center concept for the further development and implementation of the Elementary Models and vice versa. Although funds were not sufficient for full scale center installation--averaging a modest $15,000 per annum--all of the projects launched a series of developmental activities focusing on the teacher center and many of them started centers which still exist today. Following are brief descriptions of six of these centers as they looked during the days of Task Force 72.

Oregon State System of Higher Education, Monmouth, Oregon. The Corvallis School District, the Oregon College of Education, Teaching Research, Oregon State University, and representatives from the State Department of Education will form the nucleus of the Oregon Pilot Training Cooperative. In addition to implementation of procedures for coordination of this cooperative venture, work at the center during the first year will include both programmatic and longitudinal planning for the center, development of baseline data on current inservice education programs and training materials, and completion of a position paper on statewide coordination of teacher centers and on linkages to preservice teacher education and to initial certification.

University of Houston, Houston, Texas. The Houston Teacher Center--working with the Regional Service Centers, professional organizations, public schools, and area universities--serves as a prototype developmental effort for the Teacher Centers being developed in Texas, and for cooperative efforts between them and the Texas Education Renewal Center Project (a major pilot described above). This planning will include needs assessment, specification of expertise, resources, training modules for developmental assistance, and organizational structure.

Florida State University, Tallahassee, Florida. The Florida State Teacher Center, in collaboration with the State of Florida and several public school districts, is developing a Teacher Center focused on provision of a nucleus for a network of Portal Schools. A two-phased operation will determine operational competencies needed by the cadres in the Portal School Network. For teachers who move from the Portal School environment into regular schools in their districts, follow-up training and necessary support will be provided. Particular attention will be given to two major areas of teacher competence: (1) human-relations competencies, with emphasis on those that enable effective teaching of disadvantaged pubils, and (2) the competencies needed to utilize instructional technology for optimization of the pupils' learning environment.

University of Georgia, Athens, Georgia. The University of Georgia, working with the State Department of Education and a local school system, is designing an innovative and self-regenerative competency-based inservice teacher center. This center--utilizing various resources within the community and producing needs materials--will conduct continuous feedback studies for the development of an exemplary center that is feasible and practical for implementation at local levels throughout the state.

Teachers College, Columbia University, New York. The Columbia University Teacher Center is developing a network of school and teacher-education programs that will work together to offer both preservice and inservice training. This network will utilize competency-oriented instructional systems. In addition, a learning-resource center and a resource-management team will help user school districts to assess and to meet local needs.

University of Wisconsin, Madison, Wisconsin. The University of Wisconsin Teacher Center is building upon the work of the Wisconson Elementary Teacher Education Project (WETEP), which produced specifications and feasibility studies for competency-based, individualized, inservice teacher education. In addition to providing facilities for this training, the center will establish a learning-resource center, provide technical assistance to local school districts throughout the state, and provide a center that will serve the State, Department of Public Instruction as a pilot for other centers that are to be developed throughout the state.

Teacher Support

Ironically, throughout most of the early history of training complex and teacher center development (and for most OE teacher education and school-related programs) teachers and teacher organizations had little voice in what happened. A number of reasons can be offered to explain this contradiction, e.g., high emphasis was given at that time to strengthen participation of minority groups, large-scale Federal involvement in education reform had only recently begun; priority was given to preservice teacher education; and state and local agencies were most common major grantees; and several influential members of Congress were opposed to contracting with professional associations.

Task Force 72, along with several other Office of Education programs, sought to change this most undesirable state of affairs. Teacher representation was required on the governance bodies of all projects supported by Task Force funds; also, several projects were started to increase teacher involvement in policy development and in the planning, operation, and evaluation of teacher training programs. The most notable of these projects, developed in cooperation with the National Education Association and supported through a grant to the Washington State Education Agency, was entitled Teacher Designed Reform in Teacher Education. Its activities are well documented in its two major publications: Teacher Designed Reform in Teacher Education[14] and Teacher Designed Reform in Inservice Education.[15] A major step was taken regarding similar input into USOE policy development with the formation of the Teacher's National Field Task Force on Education Improvement and Reform, which was asked to critique the Educational Renewal Concept, described in the following section. More details are included on pages 13-14.

Educational Renewal

The next phase of EPDA teacher center development was part of one of the most notorious episodes in OE history. It was one of the key elements of an ambitious reform strategy called "Educational Renewal"--a program concerned with the more effective integration of a large number of discretionary Federal training programs into the Nation's schools. It was to begin with 200 systems and eventually expand to include all those with substantial Federal support.

"Educational renewal" was defined at that time as the process by which a school maintains continuous growth toward maximally effective service to its students and community. Involved were needs assessment, definition of goals, program planning and implementation, and the evaluation of outcomes--undertaken over and over again in a never-ending cycle of progressive change. Office of Education plans for the FY 72 budget placed "the highest administrative priority...on combining programs and otherwise removing bureaucratic impediments at the Federal level, so that school districts and colleges may more easily combine and package these programs in ways that meet their own needs."[16]

The Teacher Center was to be the critical element in the design for Educational Renewal. It was seen as the "nerve center" which would orchestrate the many diverse programs that would be brought together under Renewal. The center would provide a wide range of resources for training personnel on all levels, focusing on the trainees' most pressing instructional problems, and affording an opportunity for participants to share experiences with one another. There would be a teacher center at each local renewal site and in each State educational agency; it was anticipated that, in time, a national network of these centers would be established. The local teacher center would function under the aegis of the Educational Renewal Site Council, but would be a separate organization. A management team would be responsible for operation of the center, and one or more training teams would plan and facilitate the training experiences. A state level resource and development assistance team would identify local innovations and effective practices and disseminate information about them to all renewal centers and to the local education agencies and institutions of higher education in the home state. There would be a resident center staff, given special preparation for their roles, supplemented by human relations specialists, community members as trainers, and other kinds of teacher educators, as needed, from area schools and universities. The centers would offer a wide range of learning experiences, including a curriculum resource library and classroom facilities. Hands-on experience would be given priority.[17]

Plans for implementing the educational renewal strategy were well advanced by the spring of 1972--at the height of, and often in cooperation with program development under Task Force 72. State Educational Renewal Coordinators were appointed, criteria for the selection of local renewal sites were formulated, and guidelines and a schedule for awarding planning grants for all places to be involved were drafted. The Bureau of Educational Personnel Development was transformed into the National Center for the Improvement of Educational Systems (NCIES), which was to administer the new program. OE was ready to launch its ambitious new program which, with teacher centers at their core, would help reform the schools of the Nation.[18]

A Teacher Center Division was established in NCIES, and educators across the Nation began to develop proposals for "teacher-centered renewal centers." Hundreds of letters poured into the new division offering advice about the teacher center concept. The mail was so heavy and so substantive that a special outside group of educators--most of them with proven reputations in the area of educational change--was formed to study it and other significant material on the subject.[19] Six national Field Task Forces on Improvement and Reform in American Education were also started to markedly step up OE's effort to involve constituents in the development of Federal programs. The Field Task Forces brought together a national cross-section of pacesetters from the major constituencies of American education--teachers, State Education Departments, the community, school administrators and supervisors, higher education, and advocates of the basic subjects taught in the schools--

for an 18-month analysis of the key concepts underlying current training program policies, and more importantly, to help develop more effective means for achieving systematic educational improvement and reform. The high-powered groups were asked to critique the Educational Renewal Plan and to generally advise the Office on how Federal education programs might be administered more effectively.

All of the Task Forces--operating with little substantive direction for OE--emphasized the importance of staff development and the need to make training programs more systematic, self-renewing and relevant to locally identified needs. The groups representing teachers and higher education recommended that highest priority be given to teacher and professional development centers. Inside Out[20] and Obligation for Reform[21] became landmark publications for their relative constituencies and laid out much of the conceptual foundation for the new Teacher Center Program. All of the reports were especially important in that they were not written by isolated scholars, but were a synthesis of the existing thought and policy positions of the major organizations concerned with teacher education--as well as that of the outstanding individuals who represented those groups. Because the Education Renewal Program was aborted in the middle of the Task Force's life span, the proposed Renewal supported teacher center network which was to relate to most OE categorical and discretional programs, was lost. There would be a five-year lull before the new Teacher Center program would again cause the concept to command OE-wide and Nationwide attention.

For a variety of reasons that will not be discussed here,[22] the Educational Renewal strategy was stopped short by the Education Amendments of 1972. Ironically, a Congress which was becoming increasingly sympathetic to the needs of teachers and to the teacher center concept decided, for a number of reasons unrelated to teacher centers, to cancel a program that would have put teacher centers in 200 of our most important school systems. The complicated plans that had been hurriedly developed by many States and local education agencies and sent to NCIES were shelved and have become part of the OE teacher center archives and resource library.[23]

It must be pointed out, however, that the new Teacher Center Program (which is described in detail in Chapter IX) although having many of the same characteristics as the renewal teacher center, i.e., hands-on experiences, curriculum development, emphasis on current needs, shared resources, and the like, it is different in what is probably the most important aspect of a center: governance. The new centers will focus much more on needs as perceived by classroom teachers, and much more of the training and curriculum development that takes place in centers will be done by teachers.

Furthermore, most of the requirements for teacher involvement are written into the new Teacher Center Law, while EPDA, the authorization under which renewal teacher centers would have been established, was only a vehicle for them and not enacted for that specific purpose.

The System Pilots and the National Survey

The National Teacher Center Pilot Program and the National Teacher Center Project were started by NCIES in 1971--at about the same time that the first plans for Educational Renewal were being formulated. The Pilot Program was started so that several systemwide center models could be added to the existing list of small specialty centers started by Task Force 72. The Teacher Center Project grew out of the need to more thoroughly assess the extent and nature of teacher centering in the United States.

The new Pilot Program encouraged State education agencies and local education agencies and universities to work together to establish a comprehensive teacher-training capacity that would be more responsive to public school needs. Four sites were selected to pioneer the program: The Bay Area Learning Center (BALC) in northern California; the Rhode Island Teacher Center (RITC) in Providence, Rhode Island; the Texas Center for the Improvement of Educational Systems (TCIES) centered in Austin, Texas; and the Center for Educational Advancement (CEA) in Washington, D.C. The criteria for their selection as pilots were based upon a complex mixture of political, personal, professional, and fiscal factors, with the most important relating to BEPD experience and program readiness and a need to develop a program with maximum variation regarding system coverage. The Bay Area project was a local program combining the resources of the school districts of Berkeley, Oakland, and San Francisco; the Rhode Island site was intended to foster a closer association between the existing university system for teacher preparation and public schools through the State department of education; the Texas project--a multi-faceted State network of local teacher centers--represented diverse educational interestes and socioeconomic levels, and variations in size of school districts; and the Washington, D.C. project was chosen to represent a single urban system. Basically, it was expected that the differing pilot sites would serve to test the validity of four approaches or possible solutions to significant problems in education.

The first of these approaches, the delivery of validated practices and processes, would encourage the increased application of education research findings in the classroom. Prior to this time, very little of the new knowledge being generated by the labs and centers and other federally and state-supported research projects had been utilized and it was expected that the teacher centers would serve as a conduit into the public school systems they served. During the second year of the programs, this object was reinforced as each of the pilots received a special grant from the National Center for Educational Research to develop a systematic delivery system for new products. Secondly, teacher centers were to play a major role in the improvement of the quality and delivery of inservice education. If there was one thing that all educators seemed to agree about, it was that most inservice education was relatively useless, and that, given its high importance, serious efforts were needed to upgrade the quality. Teacher centers, with their

high involvement of the teachers themselves, seemed to be the ideal starting place for reform. The third emphasis involved the role of teacher centers in promoting better needs assessment and priorities assignment in local education. The fourth and last idea to be tested by the teacher centers was their potential for faciliting collaboration among all major education constituencies and institutions concerned with staff development.

OE felt that little direction or predetermined structure should be imposed on the teacher center sites so that individual center development would relate more closely to state and local needs and the program as a whole would be more likely to end up with a greater variety of experience. Thus, the requirements for the pilots were broad in nature:

1. to assure that those to be served by the program participate in formulating policy

2. to develop and maintain an evaluation capability

3. to assure that at least three kinds of institutions (universities, public schools, and State education departments) would contribute to the planning and execution of teacher training

4. to engage in systematic prefunding planning

5. to ensure management support at the highest institutional level

6. to assure a coordinated information delivery system

Within the confines of these general requirements, the four pilots developed totally individual images. Detailed descriptions of the experiences of three of them are included in Chapters IV, V, and VI.

The National Teacher Center Project and the Leadership Training Institute for Educational Personnel Development

Although receiving relatively modest grants for assuming enoromous responsibilities, the Syracuse Teacher Center project and the Leadership Training Institute (LTI) at the University of South Florida, were key contributors to a myriad of activities related to many of the programs described in this and later sections of the Commissioner's Report and both played very significant roles in the development of teacher centers in this nation.

The National Teacher Center Project, directed by Sam Yarger, was started to lead the way to a more thorough analysis of the status of teacher centers in the United States. Although a great number and variety of centers had been operating in this country for many years, little was known regarding their actual extent or character. Because of the

popularity of the teacher center concept and the great need for finding ways to improve inservice education, the NCIES staff felt that it was essential that existing teacher/teaching experience be as fully examined as possible. The principal results of the national survey are included in Chapter III.

In addition to developing the most substantial collection of data to date on teacher centers in the United States, the project produced or co-produced a series of special reports on teacher centers, including: the final EPDA "lessons learned" paper[23] on the subject; Teaching Centers: Toward the State of the Scene,[24] A Special Teacher Center Issue of the Journal of Teacher Education,[25] An informal report on centers for the President's Advisory Council on EPD. In addition, the project developed a comprehensive technical assistance package for teacher center developers and led in the articulation of the most widely used Typology of Teacher Centers (outlined in Chapter III, pp. 41-45).

To completely detail the important contributions of the Leadership Training Institute would by itself require several volumes. The Institute under the very capable leadership of B. O. Smith (who was Senior author and editor of Teacher's for the Real World so prominantly mentioned in relation to training complexes, and Donald Orlosky at the University of South Florida was the major link between the Office of Education programs discussed in this report and the field. Just to list a few of the Institute's remarkable contributions: co-sponsored and organized the National Field Task Forces on Educational Improvement and Reform, co-sponsored, organized and conducted the First National Conference on Teacher Centers; Coordinated a two-year series of seminars for the OE Teacher Center Pilots; Sponsored and Conducted the Final Lessons Learned Conference for the National Training Complex Program; sponsored and conducted a large number of Task Force 72 activities; and sponsored a long list of special topic studies and papers, e.g. Teacher Centers: Who's In Charge,[26] and The Summer Institute Report on Educational Reform.[27]

NOTES

1. Unpublished report on teacher centers by Joseph Young, who is currently with The Teacher Education Division of National Institute of Education.

2. These pilots are explored in detailed in chapters 5, 6, 7.

3. Materials related to the teacher center involvement of those programs supported by the Education Development Act are included in the OE teacher center resource library.

4. All reports of the NDEA National Institute for Advance Study in Teaching Disadvantaged Youth are on file in the central offices of the American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036.

5. Smith, B. Othanel, Saul B. Cohen, and Arther Pearl. Teachers for the Real World. Washington, D. C.: American Association of Colleges for Teacher Education, 1969.

6. A copy of an anotated directory of the centers [illegible]ealed in the United States is included in the OE teacher center resource library

7. Smith. B. O., op. Cit., pp. 95-109.

8. The National Ad. Hoc Committee on training complexes recommended a program support level of $5 billion.

9. Teacher Training. Newsletter of USOE Task Force '72 Teacher Center Network, Washington, D.C. (discontinued, but copies of all editions available for study in OE Teacher Center Reference File.)

10. All major reports of Task Force 72 are included in OE Teacher Center Resource Library.

11. Woodruff, Phillip. Task Force 72 and the Classroom Teacher Look at Educational Reform, p. 17.

12. Schmieder, Allen A., and Stephen Holowenzak. "Consortia" (in Competency-Based Teacher Education, Houston and Howsam, eds. SRA, Palo Alto, Calif. 1972.)

13. Models developed at the following places had completed two years of planning and feasibility studies: Columbia University, Michigan State University, University of Georgia, University of Toledo, Florida State University, University of Wisconsin, Oregon System of Higher Education, University of Massachusetts, University of Pittsburgh, and Syracuse University.

14. Edelfelt, R. A., W. H. Drummond, D. M. Sharpe, and L. Williams. Teacher Designed Reform in Teacher Education. Washington, D. C.: National Foundation for the Improvement of Education, 1972.

15. Edelfelt, R. A., Margo Johnson et al., Teacher-Designed Reform in In-Service Education. Washington, D.C.: National Center for Educational Research and Development, 1977.

16. Wilkerson, Doxie. Lessons Learned from EPDA. Unpublished manuscript, p. 91.

17. Ibid., pp. 94-96.

18. Ibid., p. 97.

19. Sample copies of some of the specific plans that were developed in the field are available for Study in the OE Resource Library.

20. Inside-Out. The Final Report and Recommendations of the Teachers National Field Task Force on the Improvement and Reform of American Education. Washington, D. C.: U.S. Office of Education, Division of Educational Systems Development, 1974. ED 093 863

21. Denemark, George W., and Joost Yff. Obligation for Erform. The Final Report of the National Higher Education Task Force on Improvement and Reform in American Education. Washington, D. C.: American Association of Colleges for Teacher Education. 1974.

22. Full details of Education Renewal's rise and the fall are detailed in Education Renewal, a monograph produced by the National Advisory Council onEducation Professions Development. Edited by Joseph Young, 1973.

23. Yarger, Sam. "Teacher Centers," EPDA, Lessons Learned, 1968-1977. Washington, D.C.: U.S. Office of Education, 1977.

24. Schmieder, Allen A., and Sam J. Yarger, eds. Teaching Centers: Toward The State of the Scene. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1974.

25. Schmieder, Allen A., and Sam J. Yarger, eds. "Teacher/Teaching Centers," Journal of Teacher Education, (special issue) 24, no. 5, Spring, 1974.

26. Darland, David, and David Selden, "Teacher Centers, Who's In Charge?" Inside-Out, the Final Report and Recommendations of the Teachers National Field Task Force on the Improvement and Reform of American Education. Washington, D.C.: Office of Education, 1974, pp. 51-57.

27. Report of the Summer Institute. Washington, D.C.: Office of Education, 1974.

II. INSERVICE EDUCATION AND TEACHER CENTERS

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Most educators recognize that teacher centers are in some way a subset of inservice education. Although there have been many efforts to conceptualize if not clearly define both, there is still little clarity regarding their relative natures. This chapter will introduce and briefly explore some questions that will almost surely have to be confronted by anyone who hopes to understand either of the concepts. Hopefully, it will also stimulate some thoughtful consideration of how educators can best bridge this communication gap. The author views this as important, because if teacher centers are ever to deliver on the promise they hold, they must be developed in relation to well conceived, comprehensive inservice education programs. To develop centers in isolation from all other related inservice activities would be not only inefficient, but also ignorant.

This chapter is organized around five questions--the answers to which should provide a better understanding of both concepts and the relationships that exist between them. The questions are:

- What is inservice education?
- What do we know about it?
- What is a teacher center?
- How do teacher centers and inservice education relate to each other?
- What are the common issues to be faced?

What Is Inservice Education?

Discussion regarding inservice education can generally be characterized as occurring in a near constant state of fuzziness. So many of the terms that are bandied about elicit different meanings from different people. Rather than communicating, they confuse. Perhaps this comes from a sincere effort on the part of educators to develop a professional language that, although not communicating precisely, does not raise hackles each time particular terms are used. While Jerome Bruner might define such words and phrases as concepts without attributes, one's next door neighbor would simply label them as jargon. Regardless, the debilitating condition does exist, not only for educational language in general, but especially for the vernacular of inservice education.

In recent years, the describing and defining of inservice education and its many possible elements has become a popular sport. A great abundance of new words and terms have been introduced into the game. Few have had

substantial acceptance. Probably Hass[1] offers as good a short definition as anyone:

> Broadly conceived, inservice education includes all activities engaged in by the professional personnel during their service and designed to contribute to improvement on the job.

Although at first reading this definition appears to be very broad, it does, nonetheless, provide some useful constraints. It includes all categories of professional personnel, but only embraces those who are actively employed. Likewise, all types of inservice activity are covered, but only if they are intended to "contribute to improvement on the job."

Toward Precision

Working within a broad, inclusive rather than narrow, exclusive definition for inservice education is necessary but not sufficient for talking either intelligently or precisely about such important topics as governance, delivery, content, process, and financing. This is equally true whether one wants to talk about an inservice program in general, or whether one wants to delve into the more specific mysteries of teacher centers. In an effort to provide a more articulate basis for discussion, a typology of inservice education is offered for the reader's consideration.[2] (A typology for teacher centers is included in the following chapter.) This typology focuses on the various roles of inservice personnel and on the major purposes of inservice education. This framework includes:

1. Job-embedded inservice education is programming that occurs within the context of a teacher's fulfilling his/her assigned responsibilities. It is directly related to the provision of skills that can be translated into working with children, developing classroom materials, and/or planning curriculum.

2. Job-related inservice education is programming that is either directly or indirectly related to the provision of skills for the performance of a teacher's primary responsibility of instructing children. It may result in the acquisition of directly applicable skills, or it may provide content that, while not directly applicable, is clearly related. Job-related inservice training does not occur within the context of the instruction of children.

3. Professionally-related inservice education focuses on those aspects of a teacher's role which are clearly required, but are not directly related to the instruction of children. In every sense, however, they relate to "professional"

attributes which generally differentiate teachers from others who work in schools. Such training might focus on parent conferences, community-based education programs, legally mandated record keeping, and a long list of professionally related responsibilities.

4. Mobility-related inservice education is primarily designed to prepare the teacher to assume a new position and/or obtain a new credential. Although usually related to "upward" mobility, it need not be. Programs that facilitate the transition from provisional to permanent certification and from teacher to administrator, and from teacher to specialist, are common examples of this kind of inservice education.

5. Personally-related inservice education is characterized by its emphasis on helping the participant become a more effective person rather than a more effective professional. Implicit in this type of inservice is that the more secure and well-adjusted a person is, the better teacher that person will be. Typically, this type of inservice programming will be self-selected and on occasion even self-directed.

This analytical framework for discussing inservice education can be useful in several ways. First, it forces consideration of the important relationship in program development between actual teacher roles and program purposes. It also provides some relatively tangible guidelines within which to examine many of the issues that will be encountered by program developers. If, for example, one wants to talk about programs that carry college credit and lead toward some type of certification, he or she is dealing with "mobility-related" inservice education. Yet, within the same context, one can talk about "personally-related" programs, such as involving one's self in some type of interpersonal or group process designed to enhance one's sensitivity to receiving feedback from others. Learning about a new reading program that is to be used in one's district would be "job-related," whereas programs that enhance one's ability to deal with parents would be "professionally-related." The list could go on. The point is that as issues of governance, finance, and others are brought to the fore, this typology offers programmers more "power of precision" in dealing with them and in arriving at workable solutions. A condition, unfortunately, that inservice educators and teacher "centerers" have not had in the past.

What Do We Know About Inservice Education?

Inservice education is certainly not wanting for attention or study. Nicholson and Joyce,[3] in a recent review of the literature, identified more than 2,000 books, periodicals, and unpublished papers that were related to inservice education. They noted, however, that

> . . . there is only a handful of works that deal with inservice in any sort of comprehensive manner. The majority of reports and articles are on the lowest level of generality. . . . (p. 4)

They also concluded that the level of empirical research is primitive. Even so, a review of selected works provides a useful perspective for any more specific examination of inservice education and teacher centers. Included are works relating to:

1. The magnitude of the enterprise
2. The elements of successful inservice education
3. Cooperation and shared decision-making
4. Financing
5. Legislation
6. Teacher centers.

Magnitude.--Inservice education is presently conducted by a vast and complex array of organizations, institutions, and specialists. Any realistic attempts to understand or alter its nature must first confront its massive (and mushy) size. Even though it is most often viewed negatively,[4] and although many apparently regard it as though it did not exist, inservice education is, in fact, alive, all around, and very, very abundant.

In a recent report on inservice education,[5] it was pointed out that over half of all the teachers in the United States presently hold a master's degree, with about 5 percent having received a doctorate. Understanding that a great deal of the inservice instruction that a teacher receives has come from college-based and school district-based programs, it is estimated that there are 70,000 to 80,000 education professors, supervisors, and consultants presently engaged as full or part-time inservice instructors. That roughly adds up to nearly one instructor for every 25 teachers presently employed. Additionally, there are nearly 100,000 principals and vice principals in the Nation's schools--one for about every 20 classroom teachers. Assuming that one of the tasks performed by principals and vice principals is helping teachers to grow in professional competence--and even if they spend only a fraction of their time in these activities, the effort would add another enormous dimension to the inservice endeavor. And there is even more: Nearly 50,000 nonsupervisory instructional personnel, such as reading instructors, media and communication experts, and mental health specialists, also serve as support personnel--as inservice instructors--for teachers. Thus, in one way or another, there may be as many as a quarter of a million professionals engaged as instructors in some form of inservice education. This would add up to about one instructor for every eight teachers!

And these dramatic estimates do not include the teachers themselves--who may represent the single most important category of inservice

instructors--or team leaders and other persons in formal or informal supervisory roles within the schools. Although difficult to estimate, there are probably thousands of teachers who serve their colleagues and aides as instructors in courses, workshops, and other inservice activities. It is clear that many more people are engaged on the instructional end of inservice education than is generally thought, that programs have a myriad of forms, and the total enterprise operates on a grand scale. Any attempt to put new structures into place in the inservice arena must push their way into this already overloaded enterprise.

Successful Inservice Education.--Recognizing that inservice education is often negatively viewed, and very generally defined, it is difficult to find much supportive material regarding successful program experiences. One of the best sources of recent vintage is Rubin's Improving Inservice Education.[6] This is a collection of thoughtful essays which examines inservice education in a broad and comprehensive manner.

No major research to assess the salient variables in inservice education has ever been initiated. Rather, a number of small-scale studies have been generated. Lawrence[7] reviewed those studies for the Florida State Department of Education. His analysis of nearly 100 works suggested 7 identifiable characteristics of successful inservice education:

1. Individualized inservice education tends to be better than single offerings for large groups.

2. Active involvement inservice programs tend to be better than passive-receptive involvement.

3. Demonstration of skills with supervised feedback tends to be better than the provision of skills to be stored for future use.

4. Teacher-help-teacher inservice tends to be better than teacher-work-alone inservice.

5. Inservice that is integrated into a large program tends to be more effective than one-shot affairs.

6. Inservice that has an emerging design with teacher input tends to be better than totally preplanned inservice.

7. Self-initiated inservice tends to be more effective than self-prescribed inservice.

One of the most important conclusions that can be drawn from Lawrence's analysis is that effective inservice education programs are usually conceptualized, designed and implemented at the site-specific level. This "where the rubber meets the road" principle requires any external involvement to be fairly reticent and no more than facilitative. This highly important generalization will be reëmphasized in the teacher center section of this chapter.

Cooperation and Shared Decision-Making.--The literature on cooperation and shared decision-making in inservice education is practically nonexistent. This is in part due to the fact that the idea of having various constituents work together in the conceptualization, design, implementation and governance of inservice programs is of fairly recent origin. The meager literature that is available tends to be advocative rather than analytical. Although the review of the literature failed to uncover a single study of the efficacy of collaboration, Nicholson and Joyce[8] suggest that attempts at collaboration have increased dramatically for two reasons: 1) there is a prevailing belief that the factors to be considered in developing inservice programs are so great that no single constituency can adequately deal with all of them, and 2) in recent years the control of teacher education has become a major political struggle. These two factors have been stimulated and influenced by a variety of forces--but several seem to stand out. A significant influence on thinking in American education has come from across broad, sometimes murky, oceans. From Great Britain came the Plowdon report[9] advocating the introduction of a more informal education system, and the James report[10] urging that informal teacher training centers be created. These imported ideas have been translated by literally thousands of American educators. One of the most important effects has been the movement toward changing the locus of control for decision making in inservice education (teacher centers are a good example). Paralleling this has been a rise in teacher militancy and in public disenchantment with education. Both forces have augered for changing the balance of power in educational decision-making. Finally, the Federal government in the late 1960's and the early 1970's supported programs such as Trainers of Teacher Trainers, Career Opportunities Program, Training Complexes, Teacher Corps, Urban/Rural School Development, and more recently Teacher Centers, that were founded (and one might add funded) only on a collaborative basis.

Some important questions that emerge as educators everywhere seem to be advocating and accepting shared decision-making as the way of the future include: Who should be involved? What role should each play? How do collaborative groups relate to existing governance groups? Little light has been shed on these questions--in fact they are questions that are usually not even raised. In the few citations in the literature, the views are clearly mixed and highly political. Rosner[11] suggests the creation of cooperating boards with advisory powers. David Selden,[12] felt that collaboration was beautiful, as long as the majority of those collaborating were teachers. The Syracuse[13] study of teacher centers found that an amazingly high degree of the respondents reported collaborative arrangements. But because the study was not designed to analyze these arrangements, there is little information about their nature or relative effectiveness. In a broader paper on inservice education, Joyce and Weil[14] noted that programs that were collaboratively organized (often teacher centers), typically had 1) external funding, 2) affiliation with one or more institutions of higher education, and 3) a location in or near a large city. Thus it appears that the best the literature can suggest is that collaboration is occurring at an increasing rate and is being championed as an important new direction. Given its "Zeitgeist," it is understandable that its nature and impact are still essentially unknown.

Financing.--On various occasions, inservice education has been referred to as the orphan, or even worse, the unwanted child of education. Nowhere is this label so appropriate as in the domain of program financing. Maybe the most telling fact, and the one that most accounts for the orphan label, is that there appears to be little or no institutionalized financial base for inservice education. Van Ryn[15] surveyed New York State and found that only infinitesimal amounts of public school budgets were given to support inservice education. The Syracuse[16] study noted that the nearly 200 school districts surveyed contributed an average allocation of less than one-half of 1 per cent of their budgets for inservice education. Higher education institutions reported much higher support levels, but these data are unreliable in that they do not clearly discriminate between hard and soft monies, and it is probable that some of the funds that were reported to be devoted to inservice education were also generating tuition.

Currently, the Ford Foundation[17] is sponsoring a comprehensive study of the cost of inservice education. Not only will the direct costs of program development and client participation be studied, but also the indirect costs of time "away from the job," and of the relationship between trainers and increased salary benefits.

The sad facts appear to be that at the present time only paltry amounts of direct resources are available to support inservice education, and there appears to be little inclination on the part of most educational decision-makers to provide more. Given a continuation of the current funding situation, most decisions about inservice education should be strongly influenced by individual participants, since the tuition generated by inservice programs constitutes the only substantial financial base for program development.

But this relatively bleak cost analysis brightens slightly when looking at inservice-like programs supported by the Federal Government. In recent years, Teacher Corps, the Urban/Rural School Development Program, many of the ESEA programs, and most recently the emerging Teacher Center program have all provided considerable resources for the support of inservice programming. In several cases, the improvement of inservice education is the number one priority of the program. However, as helpful as these national programs are, they include a small percentage of the Nation's school systems, collectively offer only a small part of the funds needed, and, possibly most important, they have not been institutionalized into educational budgets. Although these programs may last for a number of years (Teacher Corps is in its twelfth year), they could also be terminated at any time. Regardless, one can document a substantial history of Federal programs that have provided useful resources for the support of inservice education--especially in the areas of support for the disadvantaged, and relative to new trends or approaches in staff development.

Legislation.--The rapid increase of interest in inservice education has also prompted policy analysts to look into the legislative state of the scene. The Lawyers' Committee for Civil Rights Under the Law,[18] for example, has compiled a list of all the inservice educational legislation at the State level that is currently on the books. Although no analysis was made, the awesome length of the list tells its own story.

Pais[19] performed a more analytical probe of State level legislation and reached several surprising conclusions: there wasn't a single instance of State legislation that specifically attempted to deal with educational concerns through inservice education; inservice programs were always linked to specific categorical thrusts; and the evidence reveals a strong need for legislation that would support what he calls "omnibus" inservice education. Finally, he noted that although States differ widely in the number of inservice related provisions on the books, most tend to legislate a far greater number than they fund; and it was not uncommon for nearly all aspects of a legislated program to be funded except the inservice component.

As mentioned previously, there are also a number of federally legislated programs that provide aid for inservice education. Many of the ESEA Titled monies have provisions for whatever staff development is necessary to achieve program goals. Although inservice education is not the primary purpose of these programs, in some cases the inservice component is substantial. Teacher Corps has evolved to where their major thrust is inservice education. In fact, they have supported a type of teacher center which they refer to as a training complex. The Urban/Rural School Development Program, just ending, devoted 6 years to the funding of 25 sites designed to put teacher education (in this case inservice education) into the hands of local school-community parity boards. In fact, in recent years, the federally sponsored categorical programs have possibly become the most lucrative source for personnel development funds, as money for that purpose has been included in legislation for special education, career education, bilingual education, Indian education, metric education, consumer education, community education, ad infinitum.

Most recently, PL 94-482--popularly called the Teacher Center Bill--was passed, thus establishing the first Federal program where the primary purpose is to improve the quality of classroom instruction through inservice education. Providing for the establishment of teacher centers, this program will become operative in the fall or winter of 1977. One could say that this new program demonstrates the Federal government's growing concern for inservice education, yet its birth also marks the termination of the broader, more highly funded Education Professions Development Act. Teacher center programs will be very site-specific in their organization and program development, with the bulk of the decision-making authority vested in administrative boards that must include a majority of practicing elementary and secondary teachers.

Teacher Centers.--The rapidly expanding interest in teacher centers has resulted in an equally rapidly growing body of literature on the subject. Probably the single best reference is a March 1977 bibliography[20] distributed by the ERIC Clearinghouse on Teacher Education. Crum and her associates identified over 400 publications that refer in some way to teacher centers. Breaking them into 29 different subject categories, they found a large number of items relating to philosophy/rationale/theory, assessment and evaluation, collaboration, and case studies or descriptions of operating centers.

The 1974 Syracuse study[21] offers the most complete empirical view of U. S. centers, while Devaney et al.[22] presents a good analysis of places across the Nation which are oriented toward open education and the "British model" of centering.

Because most teacher center literature is so recent, much of it is in a fugitive mode. One must look beyond the traditional scholarly publications and books and the ERIC Clearinghouse on Teacher Education, as many of the important documents are in the form that is fast becoming the major source of new knowledge--the local, stapled, Xeroxed manuscript.

The single most impressive point that comes through in a review of the literature is that there is no consensus as to what constitutes a teacher center. There does, however, appear to be notable trends toward such factors as the need for high levels of teacher input in program development; the need to focus on the improvement of classroom skills; the need for shared decision-making; and the need for the development of unique and sometimes creative instructional delivery systems.

Summary.--Although the literature on inservice education is voluminous and rapidly growing, it offers only scant direction for the inservice planner. It is very diverse, short on scholarly analysis, and there is little substantive support for any particular product or practice. It does, however, offer some indicators, e.g., 1) the success of inservice education is generally a situation specific phenomenon, thus pointing to local level decision-making; 2) collaboration is here, is being advocated, is not being studied, and there's little reason to suggest that it's not an important issue; 3) the financing of inservice education has generally come from the client with little contribution from the school district or university; 4) no "model" legislation at any level of government exists (one analyst views such legislation as essential); and finally, 5) inservice education, despite its unpopularity and vagueness, is a massive, growing enterprise involving thousands of educational professionals.

What is a Teacher Center?

A clear, precise definition of a teacher center, like so many other educational concepts, is difficult to achieve. And that might be a desirable condition, as innovative educators have become increasingly aware of the fact that the more precise the definition of a new educational approach, the more firm is the resistance to the acceptance of that definition--and ultimately to the acceptance of the concept itself. Thus, it seems that the one and only definition of a teacher center will probably remain elusive, at least for the foreseeable future.

Although it may be impossible to offer a simple, concise definition of a teacher center, it is possible to establish some generally accepted parameters that make the concept more understandable. Such an endeavor is important in that it will enhance the ability of educators and program developers to communicate more precisely and effectively when discussing teacher centers and dealing with some of the more controversial and

exciting political and program issues that are sure to arise. All teacher centers must have some type of organizational structure and most serve some function(s), and some guidance relative to these two factors will be presented in the next chapter. At this point it seems important to establish a more global concept of teacher centers, and to set the general definitional constraints that will be necessary to understand, not only existing centers but even more importantly, those that are likely to be developed as a result of the new Federal Teacher Center Program.

Recognizing on the one hand that educators generally abhor precise definitions and consider them as inhibitors to creative programming, and on the other hand that accurate communication demands some precision, Schmieder and Yarger[23] cautiously offered this definition of a teacher center:

> A teacher center is a place, in situ, or a changing location, which develops programs directed at the improvement of classroom instruction in which the participating personnel have an opportunity to share successes, to utilize a wide range of educational resources, and to receive training specifically related to the most pressing instructional problems. Programs are primarily for inservice teachers--but may involve other kinds of educational personnel as they relate to the improvement of classroom instruction--and usually serve both individual and system-wide needs.

Thus, a first cut suggests that teacher centers can be permanently situated or they can move around; they exist for the improvement of educational personnel--especially teachers; participants share and utilize a wide range of resources; they serve both individual and system-wide needs; and perhaps most importantly, the programs are specifically related to the problems of teaching.

PL 94-482, which authorizes the Federally sponsored teacher center program, is a relatively permissive piece of legislation but it also has some very important specific requirements. Primary among these relates to the locus for decision-making, and the scope of decisions that can be made. Succinctly, nearly all decisions concerning the operation of a teacher center must occur at the site-specific level, and must not be imposed by external authorities, far removed from the scene. Additionally, a majority of those empaneled to make decisions must, in fact, be potential clients of the teacher center, i.e., practicing elementary and secondary teachers. Finally, the policy boards will enjoy a wide latitude of areas in which they can make program and personnel decisions. This mandate to have decisions made as close to the implementation level as possible is entirely consistent with most notions of teacher centers that have been presented in the past.

It appears, then, that Federally supported teacher centers will be designed for practicing teachers; will be planned and to some extent operated by those teachers; and will be designed to offer programs that will be

viewed by practitioners as helpful to them for improving the manner in which they perform their professional tasks. One might well expect that the content of the program emerging from a teacher center will focus on the improvement of instructional skills, the development of curriculum and instructional materials, and the refinement of other teaching-related skills.

Linking the five types of inservice education that were presented earlier with the emerging concept of a teacher center makes it possible to postulate the strength of the relationship between teacher center programs and different kinds of inservice education. Figure 1 graphically presents these possible relationships.

Although any kind of inservice education can occur within a teacher center, some appear more likely to happen than others. Job-related inservice education is the most likely type of programming, as it is defined as relating either directly or indirectly to the provision of skills that will help a teacher improve his/her ability to instruct children. Job-embedded inservice education is also likely, though it is recognized that American schools have not yet solved many of the problems associated with the provision of on-the-job training. Personally-related inservice training is also likely to occur. The fact that it's self-selected almost ensures its existence, even though the author suspects that a great deal of this type of programming will occur outside the content of the teacher center.

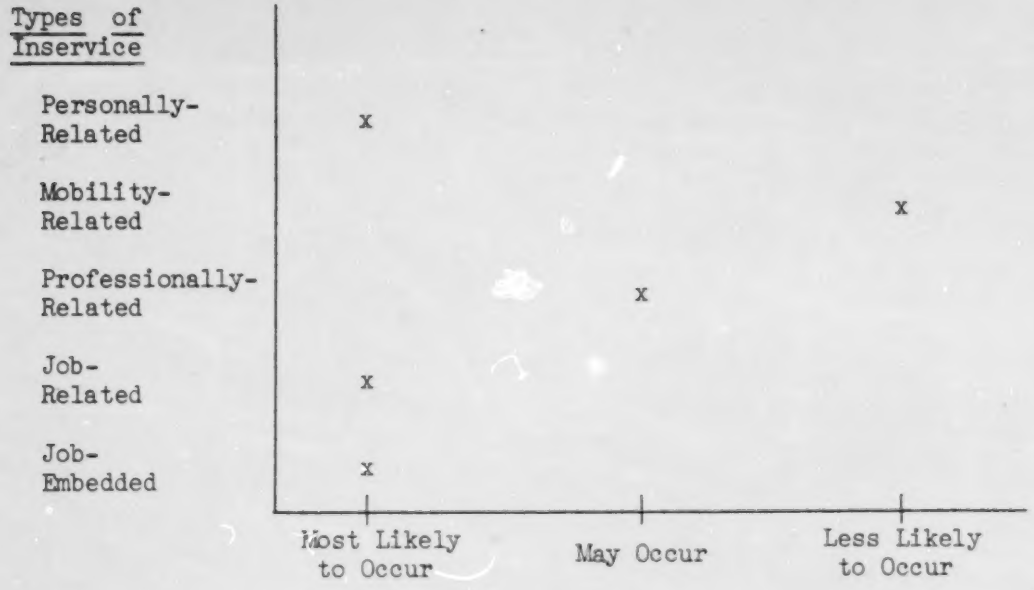
Although professionally-related inservice education is possible within a teacher center, it is not as likely to occur as those previously mentioned because it does not emphasize instructional and teaching skills as does job-related and job-embedded programming. Most experts agree that teacher centers will focus more on improving teaching skills than on the improvement of more general professional responsibilities.

Finally, mobility-related inservice education is the least likely to occur in a teacher center, though its occurrence is possible. Many of the mobility-related programs carry with them specific higher education credit and certification requirements, thus suggesting that they are more likely to be offered in a more traditional academic environment. However, some teacher centers have formed relationships with institutions of higher education, in order to bring mobility-related programs closer to their clients. It is highly likely that their now relatively rare kind of teacher center programming will increase substantially in the years ahead as training programs become more and more local.

How Do Teacher Centers and Inservice Education Relate to Each Other?

When one thinks about the analysis of teacher centers presented in the last section, it becomes apparent that teacher centers and inservice education are not all that different. Where inservice education refers to a massive endeavor, and attempts to account for all training programs for educational personnel, teacher centers suggest a particular set of structures that provide specific kinds of programs. Teacher centers are a subset of inservice education.

Figure 1. HYPOTHETICAL RELATIONSHIPS BETWEEN TYPES OF INSERVICE EDUCATION AND TEACHER CENTER PROGRAMS.



Although one might argue that the terms could be used interchangeably--and many use them that way--the contention here is that the term "teacher center" is more precise, and implies that certain kinds of programs are more likely to occur than others. The inservice education typology describes five major types of inservice programs. Teacher centers generally focus on only two or three of these types. Although the distinction is not so clear that one can state with certainty that certain types of inservice will occur and others will not, it does seem likely that job-related, job-embedded and personally-related inservice training is more likely to emerge from teacher centers than are professionally-related or mobility-related programs.

Inservice education can refer to programs for all categories of education personnel while teacher centers are likely to focus on programs for practicing teachers. Although the program content and mode of delivery are not specified within most definitions of a teacher center, one would expect narrower, more practically oriented content and an expanded more "relevant" range of instructional delivery systems. "Practicality," "applicability," and "useability" are likely to be terms that teachers will use to describe teacher centers that are judged to be successful. Centers are also likely to use a wide range of trainers (teachers, supervisors and consultants in addition to professors), who will utilize a myriad of instructional modes.

The relationship, and conversely the distinction, between inservice education and teacher centers remains murky. This is probably healthy, as it will allow for growth, as well as for creative program development. Regardless, almost all of what happens in teacher centers is inservice education

while there is much that is called inservice education that would not normally take place in a teacher center.

What Are the Common Issues To Be Faced?

One could construct an almost endless list of issues that teacher centers/inservice education must face in the future. Rather than fall into the "nondifferentiated list" trap, an attempt will be made to separate important issues from prepotent issues. A sampler of the latter type will then be presented. No attempt, save the writer's subconscious bias, will be made to suggest solutions for these issues--the purpose is simply to explicate them.

There are many important issues that revolve around the operation of a teacher center or an inservice program. These issues, however, are viewed as the type that will only be solved once the prepotent issues have been addressed. For example, delivery format will be an important problem for an operational program, along with program content, and the processes to be used that will bring trainers and students together. Even the selection of the trainers will be an important problem as programs emerge. These, however, are problems of technology and substance, and will be successfully resolved only after a program has become operational. In other words, these problems will be solved only if the prepotent (and larger) issues are openly faced and successfully handled.

One characteristic of prepotent issues is that they are typically political in nature. This characteristic has traditionally caused problems for the inservice and teacher center program developer, as most professional training and expertise are directed toward the solution of educational and training programs, not the confrontation and resolution of political problems. Thus, one's substance, one's knowledge of research, one's educational wisdom, and one's training skill, though essential for successful program development, are not particularly helpful in solving prepotent political issues.

The issues to be presented here, and they constitute only a sample of those possible, include authority, governance, finances, and credibility. It should be noted that there is overlap between the issues, and the labels used to identify them may not suit every reader. Nonetheless, the intent is to describe them in as stark and nonvolatile a manner as possible.

Authority.--Authority refers to the established policies and procedures of legally constituted bodies. These may be embedded in laws, requirements, rules, regulations, and sometimes they may even be ad hoc. Typically, program legitimacy (the right to exist) is derived from the policies of these groups. State departments of education provide authority through program registration requirements at the institutional level, and certification requirements at the individual level. Federal agencies, philanthropic groups, and foundations offer another type of authority. This authority is vested in the provision of resources that is coupled with the right to

establish parameters for program development and to monitor programs as they develop.

Authority is also inherent at both the elementary/secondary and post-secondary institutional level: universities and colleges, for example, have programs that have passed muster through a series of faculty and administrative approval processes; school district programs have authority by virtue of probationary requirements, tenure policies, and more recently, the collective bargaining process. School districts are sometimes the gatekeeper of State authority and mandate certain amounts of inservice training. Certainly, a program planner will have more success if a proposed teacher center or inservice program tends to be in congruence with the established policies and requirements of whatever authority is "in charge."

Authority may or may not be exercised in conjunction with the type of experiential input available only from practitioners. By virtue of the fact that the control of education is a political endeavor in our society, and political endeavors must be responsive to a multitude of constituents, then educational practitioners can be viewed as only one demanding constituency among many. Thus, the need for educational practitioners to develop new skills in dealing with those individuals who represent authoritative bodies is paramount. This is particularly important when one notes that inservice education and teacher centers generally have little authority behind their efforts. This should encourage educational practitioners to become more active in attempting to influence authoritative policies, rules and regulations that answer questions such as "By what right does this program operate?" and "What are the responsibilities inherent in operating this program?" It appears that authority is an issue demanding more and more political input on the part of educationists, and the development of new and different skills that transcend those typically possessed by competent professionals.

Governance.--If authority relates to the development of rules, regulations, laws, and "macropolicies," then governance focuses on the development of "micropolicies," designed to guide the development of a single program or small group of programs. It is also the area that has probably received more attention in recent years in inservice education and teacher center program development than any other.

With governance being a major issue in program planning for teacher education, and defined as a structure and process concerned with making micropolicy decisions, then it is evident that this type of mechanism provides the most direct guidance for teacher center and inservice education programs. Governance structures are recent additions to the educational scene, often arriving with functions that are viewed by some to infringe on the role of program managers and administrators as they make day-to-day operational decisions. This constitutes a subissue of governance which, if not resolved, can bring program development to a grinding halt.

The subissue of which constitutes or mix of constituents should be represented in governance structures is also important. Consider the following list of possible members: 1) parents, 2) nonparent citizens, 3) board of education members, 4) school administrators, 5) teachers, 6) professional

organization representatives, 7) preservice teachers, 8) university faculty members, 9) university administrators, 10) State department of education representatives, 11) nonteacher professional organization members, 12) community organization representatives, and 13) students. The list could go on. Of central importance is the notion that the appropriate mix of constituents for a governance process within teacher education has yet to be determined. The legislation supporting the new teacher center program offers legitimacy to one type of governance board, yet that will relate only to those projects supported by the Teacher Center Program and will not necessarily offer guidance for the composition of other boards. The subissue to be resolved relates not only on the politics of the situation, and to the authority which supports the program, but also to the goals and objectives that are agreed upon. In the latter case, as anticipated program accomplishments are stated more precisely, it will be possible to more precisely determine the appropriate mix of constituents that should govern as well as better determine the decision-making power that each constituent should possess. The relationship between the power/political and the substantive dimensions of governance are presently and will continue to be a major problem in program development.

Finally, a subissue of governance is the relationship that must exist between the teacher center/inservice program governance body and the already existing governance mechanisms within the constituent institutions. What is the role of a superintendent or a dean vis-à-vis the governance board? Does the board of education have final power over decisions made by a teacher center/inservice governance board? Can the legal responsibility for fiscal accountability be shifted to a program governance board? Should it? These and other questions are real and must be resolved if governance boards are to be able to establish their identity and to function effectively in the micropolicy area. At this point, the questions are just beginning to be raised, and educators are becoming aware of their importance for program development. Once resolved, teacher centers and inservice programs can flourish, particularly if they have solid authority in support of their existence. However, if the power relationship between existing governance mechanisms and newly formed mechanisms are not resolved, dysfunctional and nonproductive programs are likely to be the result.

Finances.--Alas, we can't escape from the consideration of finances as a major issue in teacher education. Simply stated, finances are concerned with who will pay the tab. As presented earlier, there has been a relatively stable, though client generated, financial base for teacher education programs leading to certification and to degrees. The notion of client generated support for inservice education, however, is currently being challenged. Succinctly, this issue then can be broken into subissues focusing on 1) under what conditions should the participant pay for inservice education (assuming the remainder should be publicly financed)? and 2) what is the most likely strategy that can be used to institutionalize teacher center/inservice programs in budgets at either the elementary/secondary or post secondary level?

The first question simply asks who should pay for what and why? When General Electric develops a new technique that requires specialized training,

then General Electric assumes the total cost for that training program. When a physician attends a seminar or workshop in order to enhance his/her medical skills, then that physician assumes the cost. Additionally, the physician is likely to take time from his/her duties in order to achieve this. To a large degree, teachers have operated in a manner that is fairly close to the medical analogue.

It seems that some consideration must be given to an analysis of the outcomes of inservice programs as well as to the real and concrete incentives that are available to teachers for participation. This will permit important questions to be addressed in a straightforward manner. Such questions might include but are not restricted to:

1. Should job-embedded inservice education be publicly financed and offer no real and concrete rewards?

2. Should teachers receive job-related inservice training at public expense?

3. If public funds are used to pay for job-related inservice training, should there also be real and concrete incentives?

4. Should professionally-related inservice education be financed with a "shared" expense approach, and should it be voluntary on the part of the teachers?

5. Should both mobility-related and personally-related inservice, because they are neither totally self-selected and not directly applicable to teaching, or because they are preparing one for advanced positions, be financed only through personal expenditures?

The list could go on. The point to be made here is that the question of who should foot the bill represents a major issue for inservice/teacher center programming, and will have to be wrestled with and resolved by both authoritative and governance bodies.

The second part of the financial issue relates to the institutionalization of resources in support of inservice and teacher center programs. As stated previously, there appears to be only meager institutionalized resources for inservice education and teacher centers. School districts place a low priority on this type of program. Universities and colleges probably value it more as a source of revenue than as a source of expenditure. One could argue quite legitimately that the portion of the salary schedule that accrues with advanced credit and/or degrees is, in reality, funding devoted to inservice education or to teacher centers. Be this as it may, it is doubtful that these monies could be diverted in other directions. Thus, those professionals dedicated to the institutionalization of inservice education and teacher centers are faced with a major dilemma. There appears to be little or no money.

This problem most likely will be dealt with at the authoritative rather than at the governance level. Succinctly, only three sources come to mind as potential permanent funding agents: 1) the Federal Government, 2) the State government, and 3) the local education agency. Although both the Federal Government and the local education agency can do much to support teacher centers and inservice programs, most analyses of the structure of our Nation's system of education suggests that the State is the most likely source for an institutionalized funding base. Given this, the following types of questions are likely to emerge:

1. Should programs be funded as part of the State formula for support of elementary and secondary schools?

2. Should there be incentive formulas that respond to proposals focusing on special needs?

3. Should State institutionalization of inservice programs and teacher centers include both institutions of higher education as well as local school districts?

4. What strategies are most likely to ensure the political support for the institutionalization of inservice programs and teacher centers?

5. Is there any way that Federal resources can be viewed as institutionally permanent?

6. Does the powerful State role in the new teacher center program suggest a positive direction in the institutionalization of inservice and teacher center monies?

This list, like the others, could be longer. The primary purpose in presenting the questions is to suggest the magnitude and the wide range of questions which must be encountered by authoritative bodies if inservice education and teacher centers are ever to be an institutionally secure component of the educational enterprise.

Credibility.--The extent to which a program addresses perceived needs is the extent to which that program has credibility. While there are other kinds of needs as well--substantive needs emanating from information, and political needs emanating from the political process--only perceived needs bear directly on the credibility of a program. Thus, from a program participant's point of view, a program is credible if it appears to relate to that participant's professional life. Obviously, program success will be related to program credibility. It should be noted that while authority and credibility are related in that they are both concerned with the larger issues of a program's conceptual base, they are distinct. In fact, programs can be credible without possessing authority, and the opposite can occur as well. One might say that authority relates to "institutional

credibility," while the credibility being discussed here is derived largely from the individual participant's point of view.

There can be no doubt that the new Teacher Center Program faced the credibility issue head-on. The formation of policy boards with a majority of practicing elementary and secondary teachers, empowered with the right to determine program content, will likely lead to programs that are viewed by participants to be more credible. And the fact that they must be formed before the development of a proposal is a requirement that will be well received by teachers. However, even though policy boards are a step in the right direction, one should not assume that the credibility issue will be resolved by their existence. It must be remembered that a program's responsiveness to the perceived needs of constituents will be a function of the governance process, and the issues that were presented earlier. It should also be remembered that as a teacher becomes more experienced, and receives advanced degrees and certificates, then the issue of inservice and teacher center program credibility becomes even more complicated. It is much more difficult to convince a successful, experienced teacher of the need for inservice programming than it is the first-year teacher who is desirous of pleasing his/her principal and who wants to receive advanced degrees, credit toward certification and increased salary.

The process of developing truly credible programs must involve not only the open solicitation of input from field practitioners, but also a process of aiding practitioners in analyzing their instructional roles, thus providing the necessary data for determining what is needed and what is not needed. Although a certain amount of client satisfaction is likely to be gained from asking practicing teachers what they desire and what they do not desire, that alone is not likely to produce programs that are not only credible but also helpful in the instructional process. It is important to question whether any professional--doctor, lawyer, professor, or teacher--is so tuned in to their professional and personal world that they can articulate all of the training needs that exist--even though these needs may transcend those which they desire.

In Conclusion . . .

This chapter has attempted to shed some light on some of the mysteries surrounding the relationship between teacher centers and inservice education. It dealt with five basic questions--What is inservice education? What do we know about it? What is a teacher center? How do teacher centers and inservice education relate to each other? What are the common issues to be faced?

The basic assertions focused on the fact that inservice education is a massive endeavor. Also, although we do not know all that should be known concerning this enterprise, we know more than most education professionals realize. Teacher centers are more focused, more defined, and more specialized programs of inservice education. A relationship between inservice education and teacher centers was suggested, focusing on types of programming that occur. Finally, a sampler of issues was presented that relate to teacher center/inservice education.

Hopefully, as teacher centerers and inservice educators move toward the delineation, definition, conceptualization, implementation, and evaluation of their programs, terminology will not stand in the way of cooperation and communication. In fact, once the concepts are explicated, and once the dysfunctional fuzziness is removed from the labels, then it seems that those who identify with teacher centers and those who identify with other types of inservice programs can converse, can communicate, and can work effectively together toward the improvement of instruction, and hence the improvement of education for children.

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PART TWO: CURRENT EFFORTS

III. UNDERSTANDING EXISTING TEACHER CENTERS

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In the preceding chapter the concept of teacher centers was explored, a "generally specific" definition was presented, some common characteristics were introduced, and the relationship between centers and inservice education was examined. In this chapter, teacher centers will be more fully explored in two separate yet complementary dimensions. First, an analytical typology[1] that has proven useful in examining and communicating about teacher centers will be explicated, and second, some highlights from a national survey of teacher centers[2] will be presented to briefly outline the current extent and nature of teacher centering in this country.

Although the information in this chapter is primarily about existing centers and centers developed under the new national Teacher Center Program will be different, especially in regard to governance, they will have to confront most of the same key problems faced by current centers, e.g., how to best determine needs, where to get the resources to meet the needs, how to get teachers to participate, how to evaluate effectiveness. So the data are presented in the hope that they will prove helpful to developers of the "new kinds" of centers that will be started in the next several years.*

A Typology of Teacher Centers

If there is any one feature that characterizes existing American teaching centers, it is their diversity. By virtue of the high degree of national control of education in most foreign nations where teaching centers are important, those centers appear to have a commonality of both organizational structure and educational function. However, when the term teacher or teaching center is mentioned in the United States, it might just as well refer to three teachers opening a store-front in Harlem as to a state-controlled network of centers designed to serve literally thousands of teachers and other educational personnel. As healthy as this condition is, it does suggest that if we attempt to define teacher centers as a single "thing," we run the risk of excluding many outstanding educational programs.

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*The concepts and data presented in this chapter are the products of projects sponsored by the Division of Educational Systems Development (an Education Profession Development Act division) in cooperation with Office of Education's Teacher Corps.

Furthermore, it becomes clear that if we are going to understand and communicate about the experience of existing teacher centers in America, we must develop an explanatory system that allows us not only to describe the ways they are organized but also permits us to delineate the functions that are served.

American educational progoams often have many sources of support, complicated governance mechanisms, and unique relationships with other institutions and agencies. This complexity, coupled with the diversity of activities the programs provide, makes the problem of communication and comprehension even more difficult. The brief organizational and functional typology presented nere is intended to minimize at least some of the confusion, and to make it possible for educators to examine teacher centering in America more intelligently.

First, there are seven organizational types of teacher centers:

The Independent Teacher Center.--This type of center is characterized by the absence of any formal affiliation with an established institution. Without the red tape of bureaucracy, program directors and implementers experience a tremendous amount of freedom and flexibility. They also, however, experience the lack of financial security that bureaucracy often provides. Teachers become involved with this type of center on a purely voluntary basis; thus the center tends to have high teacher credibility. Independent teacher centers typically deal with individual teacher needs rather than with complex institutional concerns.

The "Almost" Independent Teacher Center.--An "almost" independent center isn't independent, it just thinks it is! Although formally linked with an educational institution (either a college or school system), a high degree of autonomy is evident. This autonomy is usually linked to the charisma or influence of the program personnel. As with the independent center, involvement is voluntary, and the emphasis is usually away from institutional goals and toward the perceived needs of either the clients or the program leaders. Although the center is subject to some institutional pressure, the ability to remain autonomous is its distinguishing characteristic.

The Professional Organization Teacher Center.--Two kinds of professional organization centers appear to be emerging: the "negotiated" teacher association center and the "subject area" (e.g., social studies) center. The former emerges from the formal bargaining procedures with a school system, while the latter usually comes out of the concerns of a particular subject-focused organization and shares many features with the independent center. Although both are rare in American education, the negotiated center tends to focus on professional as well as educational problems, while the subject center usually emphasizes a particular high-priority classroom subject. In either case, the related professional organization is the dominant force in the governance structure.

The Single Unit Teacher Center.--Probably the most common type of American center, the single unit teacher center is characterized by its association with and administration by a single educational institution. Although difficult to distinguish from conventional inservice programs, the center typically has a high level of organization, more sophisticated program development, and more thoroughly developed institutional goals. A low level of parity exists, with accountability the exclusive province of the institutional administration. External resources and funds are often used, but are always institutionally administered. Program development in this type of center is closely tied to approved institutional goals.

The Free Partnership Teacher Center.--This type of center represents the simplest form of those based on the concept of a consortium. Usually the partnership involves a school system and a university or college. It could, however, involve two school systems, two universities, or even a non-educational agency. The popularity of the partnership suggests that a two-party relationship is easier to initiate and maintain than a consortium involving three or more discrete institutions. The word free refers to the fact that the partnership is entered into willingly, rather than being prescribed legislatively or politically. Program development will show evidence of attempts to accommodate the needs and goals of both partners. This type of center often evolves from a single unit center in which a good relationship develops between the sponsoring unit and consultants from other nearby educational institutions.

The Free Consortium Teacher Center.--A center of this kind is characterized by three or more institutions willingly entering into a teacher center relationship. Program organization, commitments, and policy considerations are usually more complex and formal than in a partnership. Financial arrangements are also more complex, with external sources of support frequently the primary reason for creating a consortium. Program development tends to be more general, as the goals and constraints of each party must be taken into account. The permanence of this type of center is often related to the ability of member institutions and their constituencies to see merit in the programs. "First phase" development usually takes much longer than with most other center types because of the need for building trust among a complex mix of participants, but the long-range payoff and potential large-scale impact often make the early spider dances worthwhile.

The Legislative/Political Consortium Teacher Center.--The organization and constituency of this type of center is prescribed either by legislative mandate or by political influence. Often, but not always, the State department of education oversees the process. In a sense, it is a "forced" consortium. Although participation by eligible institutions tends to be quite varied, there is often a financial incentive to participate. A rather complex communication system is frequently used to assist the administering agency in program development. This type of center is frequently organized with regard to county boundaries, but the organization may range from a

subcounty to a total State model. (In some cases, the responsibility for "in-service education days" is moved from the school system to the center. In several States it has also been proposed that the center should become the institution which recommends candidates for professional teaching certificates.)

Probably no individual teacher center is organized as "purely" as this typology implies. However, if one analyzes ongoing teacher center programs, there is a strong likelihood that a dominant organizational pattern will emerge that forms a reasonable "fit" with one of the seven types. Secondary organizational characteristics are also likely to be found because of the complexity of American education. The important point is to discover the significant structural characteristics of a teacher center so that their relationship to its functions can be better understood.

Understanding how a teacher center is put together is necessary but not sufficient. In order to assess the potential of teacher centers for educational reform, one must also understand the functions they serve. Although relationships between structure and function are likely to exist, initially the two should be considered independently. It would be presumptuous to attempt to describe specific center programs, as they are infinitely varied and situationally unique. An analysis of the movement, however, does suggest at least four functional types:

The Facilitating Type Teacher Center.--Bruce Joyce and Marsha Weil describe this as the informal "English"-type teacher center. It is a center ". . . which exists much more in the hortatory literature than in real-world exemplars, is informal and almost unprogrammatic. . . . It turns on the creation of an environment in which teachers explore curriculum materials and help each other think out approaches to teaching. . . . Such a center seeks to improve the colleagueal activity of the teacher."[3] This type of center purports to provide an atmosphere which will enable the teacher to explore new ideas and techniques either through direct interaction with other teachers or via "hands-on" experience with new curriculum materials. No specific program is offered, and professional growth is a function of the unique needs and initiatives of the individuals who voluntarily come to the center. Quite simply, it is intended to facilitate a teacher's personal and professional development. It serves a heuristic, "colleagueal," almost social-educational function.

The Advocacy Type Teacher Center.--An advocacy type teacher center is characterized by a particular philosophical or programmatic commitment. Although usually explicit, the advocacy may simply be the result of committed professionals with common beliefs joining together in the same teacher center. These centers may advocate such things as open education, competency-based education, differentiated staffing, multi-unit schools, and so on. The key element is this: The teaching center has a visible "thrust" and is committed to a particular philosophy, orientation, or educational movement. Advocacy centers are usually limited to a single educational orientation, such as open education.

The Responsive Type Teacher Center.--American education fosters at least two kinds of responsive centers. The first attempts to respond to the specific needs of individual educators, while the second focuses on specified institutional needs. They are likely to exist in very different organizational structures. In both cases, however, there is an implied needs assessment, and a commitment to develop a program in accordance with with mutually derived objectives. The center promotes itself not as a philosophically embedded organization, but rather as one designed to help a potential client better understand a problem and then to provide resources and/or training aimed at solving that problem. Programming is usually diverse, with heavy reliance on external resources.

The Functionally Unique Teacher Center.--Some teacher centers serve rather limited, unique functions. These may include materials development, research, and/or field testing of available materials. In some cases, such a center may have developed from a program that originally had a totally different purpose. For example, suppose an experimental classroom in a single school is set up to provide service to a particular kind of child. As its popularity grows, teachers visit it with increasing regularity to see the materials, observe the instructional techniques, and solicit counsel from the teacher. In this case, the resulting teacher center is more directly child-centered than most. In fact, program personnel would probably have to make many changes in order to accommodate to the new, unique teacher center function.

In any attempt to use these typologies to make analyses, it should be kept in mind that the resultant configurations and potential teacher center models are apt to be neither pure nor consistent. The limitations of person-made tools notwithstanding, there are at least three useful purposes for the typologies. First, and of most immediate importance, they can be used as a basis for more systematic communication and analysis of American teacher centers. A heuristic function may also be served. Using the types as a conceptual tool, apparently significant attributes can be determined, and logically based research can be initiated in an effort to define adequately the various concepts of teacher centers. Finally, and of the greatest long-range importance: As reliable information is produced and analyzed, instruments and techniques can be developed to help program designers build the kind of teacher center programs that most closely relate to specific situational needs.

The National "Teacher Center" Experience

Although there is a high degree of consensus that the growth of both inservice projects and teacher centers has occurred rapidly during the past few years, the data necessary to support this belief are sketchy at best. When one considers the complexity of educational endeavors in America, it is not difficult to understand why documentation efforts are rare, and why they are seldom comprehensive. One must adequately sample not only school districts but also institutions of higher education, intermediate school organizations, State departments of education, and alternative

programs for staff development and inservice education that occur outside of the public domain.

Only a handful of significant national surveys were made during the first decade of centering. Two excellent works, Exploring Teachers' Centers[4] and Teacher's Center Exchange Directory,[5] produced by the Teachers' Centers Exchange, focused on the nature of the approximately 100 "independent" centers in the country. Teacher Centering: A National Institute,[6] although not a systematic examination of U. S. centers, provides a great deal of information about the more than 100 centers that participated in the first national teacher center conference.[7] Waskin[8] analyzes a selected group of some of the Nation's most popular centers, using many of the same measures employed by the major study outlined in this chapter. There are a large number of "overview" publications--listed on page xii of the Crum[9] teacher center bibliography--which although not surveys, provide considerable data and perspective about the national teacher center scene.

But to date, the most comprehensive study of the national centering experience base was conducted by the Syracuse Project for the Study of Teacher Centers.

The results of the Syracuse study were reported in the spring of 1974 and probably still constitute the most recent and most accurate information available regarding the total Nation-wide picture. Table 1 details the scope of the study and how successful it was in obtaining responses. Depending on the population, the response rate ranged from about 25 to 50 percent. The investigators attempted to sample the Nation's school systems, as well as the universities and colleges that belong to the American Association of Colleges for Teacher Education. Additionally, a select sample of sites perceived to be leaders in the teacher center movement was generated and also queried. A relatively broad definition of a teacher center or of a teacher center-like program was offered, and the recipients of the questionnaire were asked to respond if they thought their programs would fit the description. The response rate suggests that many staff developing sites view themselves as in some way approximating a teacher center.

The investigators also wanted to find out something about the purposes of teacher center and teacher center-like programs. Answers to their questionnaire revealed that the great majority of respondents viewed their program as designed to enhance in some way a teacher's skills in the instruction of children. They also viewed the enhancement of skills for the development of curriculum materials as very important. One interesting aspect of this study is the fact that perhaps the most pronounced characteristic of a teacher center is the very strong commitment (over 85 percent of all respondents listed it as either "always" or "usual") to the development of skills that directly affect the instruction of children (see Table 2).

Respondents were also asked to enumerate the tasks of their staff that help them achieve their goals (Table 3). In addition to teaching classes, teacher center staffs conduct workshops, consult individually with clients, and appear to spend a great deal of time observing teachers and working with them in classrooms. The development of instructional materials and the planning of activities for teacher center programs was also mentioned quite frequently.

Table 1.--POPULATION SIZE, SAMPLE SIZE, AND RATE OF RESPONSE FOR PHASE I MAILED QUESTIONNAIRE

Population Label	Population Size	Sample Size	Number of Questionnaires Returned and Percentage of Sample	Returned Questionnaire as a Percnetage of Population
School Systems	11,200	1,119 (10%)	272 (24.3%)	2.28
Universities/ Colleges	856	571 (67%)	224 (39.2%)	24.30
Select	N.A.	203 (N.A.)	102 (50.2%)	N.A.

Table 2.--PURPOSES OF TEACHER CENTER AND TEACHER CENTER-TYPE PROGRAMS

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
Enhancement of skills for teaching children	88.8	--	88.5	--	86.5	--
Enhancement of skills for curriculum & material development	61.7	36.0 (S)	54.0	41.0 (S)	56.9	41.5 (S)
Focus on other professional areas (e.g., self-improvement, certification, labor negotiation, human relations)	19.4	49.6 (S) 27.0 (R)	22.7	54.4 (S)	21.3	46.8 (S) 25.5 (R)
Recreational or social needs	4.5	42.8 (R) 42.3 (N)	5.4	46.1 (R) 34.7 (N)	6.6	46.2 (R) 38.5 (N)

Note: S = Sometimes; R = Rarely; N = Never.

Table 3.--TASKS PERFORMED BY PERSONNEL IN TEACHER CENTER OR TEACHER CENTER-TYPE PROGRAMS

	Sample					
	School (%)		University (%)		Select (%)	
	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses	Respondents in Either the Always or Usually Category	Other Notable Responses
Teach class	33.0	26.8 (S) 25.8 (R)	75.7	20.2 (S)	40.3	35.4 (S)
Conduct workshops	29.3	50.2 (S)	41.4	54.7 (S)	51.1	41.3 (S)
Consult individually with clients	18.2	50.8 (S) 22.8 (R)	48.8	41.9 (S)	51.1	42.4 (S)
Perform classroom observations	26.4	50.9 (S)	35.5	51.5 (S)	34.1	44.0 (S)
Evaluate programs	43.5	43.5 (S)	37.9	44.8 (S)	21.9	49.5 (S)
Evaluate client performance	29.2	35.6 (S) 20.8 (R)	38.0	39.8 (S)	27.5	37.9 (S)
Develop program materials and activities	45.4	42.1 (S)	44.5	44.0 (S)	55.3	37.2 (S)
Other	25.0	58.3 (N)	36.4	27.3 (S) 36.4 (N)	91.0	0.0 (R) 0.0 (N)

Note: S = Sometimes; R = Rarely; N = Never.

Although a relatively recent drive in teacher education, collaboration and shared decision-making processes are already fairly well established in many of the Nation's centers (Table 4). For example, from one-third to three-fourths of the respondents, depending on the sample, reported that their program represented part of a consortium. Although a school system/university consortium was the most common, a great number of the respondents reported that other institutions and groups were also involved.

From nearly half to over half acknowledged that their consortia were formalized with either a legal contract or at least a formally written agreement (Tables 5 and 6). Additionally, from over a third to nearly two-thirds reported that their teacher center or teacher center-like programs had its own council or governance board (Table 7). Depending on whether the respondent was from a school, a university, or one of the selected sites, the role of the governance board switched from being predominantly advisory in the schools to predominantly policy making in the select sites. Nevertheless, a relatively high percentage of respondents reported governance boards that were, in fact, designed to make policy rather than simply to advise program managers (Table 8).

These data are important, even though they were obtained 3-1/2 years ago, because they show that American educators in the teacher center and staff development arena have been attempting to develop collaborative and shared decision-making strategies for program development for some time. Unfortunately, there have been virtually no attempts to document and evaluate the efficacy of these governance mechanisms, though practitioners have had no reluctance to speculate. It seems that most tend to view the phenomenon as necessary, if not advisable. There is some consensus that more acceptable programming is likely to evolve from shared decision-making boards, though the spider dancing and the time it takes for the programming to develop may be considerably longer. Regardless, there is little doubt that if true collaborative arrangements are to be developed in teacher center and teacher center-type programs, a great deal of attention and study will be necessary in the years to come.

One last finding from the study appears relevant to this report (Table 9). When asked where the teacher center or teacher center-type programs received their financial report, an amazingly high number (32 percent to 60 percent) report external sources of funding. The great majority of these funding sources were public agencies. In most cases, through individual conversations with the program managers, it was learned that the great bulk of the public agencies supporting teacher centers and teacher center-type programs have been either Federal agencies, or State agencies utilizing Federal resources. There seems to be little doubt that external support is considered necessary for the continuation of many of these programs. That fact should not be difficult to understand, as inservice education, the primary raison d'etre for teacher centers, has never been considered to be an institutional responsibility for either local education agencies or institutions of higher education. Consequently, their growth and prosperity has been, to a great extent, dependent on the availability of external resources.

Table 4.--CONSORTIUM INVOLVEMENT OF TEACHER CENTER OR TEACHER CENTER-TYPE PROGRAMS

	Sample		
	School (%)	University (%)	Select (%)
Respondents seeing their program as part of a consortium	35.0	55.3	74.2

Table 5.--INSTITUTION REPRESENTED IN CONSORTIUM OF TEACHER CENTER OR TEACHER CENTER-TYPE PROGRAM[a]

Make-up of Consortia	Sample		
	School (%)	University (%)	Select (%)
Public school plus university/college	33.0	36.8	41.7
Public school, university/college, plus other educational agency (SED, BOCES, etc.)	14.3	23.7	30.6
Public school, university/college, other educational agency, plus other noneducational agency	4.4	6.1	6.9

[a]Percentages do not equal 100 per cent because only significant combinations are included.

Table 6.--TYPE OF AGREEMENT CONSTITUTING CONSORTIUM IN TEACHER CENTER OR TEACHER CENTER-TYPE PROGRAMS

	Sample		
	School (%)	University (%)	Select (%)
On legal basis with contracts	14.4	17.9	25.3
Formally with written agreements	23.3	43.8	29.3
Informally through cooperative agreements	60.0	36.6	41.3
Other	2.2	1.8	4.0

Table 7.--RESPONDENTS REPORTING SEPARATE GOVERNANCE BOARD FOR TEACHER CENTER OR TEACHER CENTER-TYPE PROGRAMS

	Sample		
	School (%)	University (%)	Select (%)
Respondents having board or council whose major purpose is working with inservice or teacher center-type programs	37.2	50.6	65.2

Table 8.--ROLE OF GOVERNANCE BOARD IN TEACHER CENTER OR TEACHER CENTER-TYPE PROGRAMS

	Sample		
	School (%)	University (%)	Select (%)
Advisory only	51.0	50.2	44.6
Policy making	20.0	52.6	50.8
Administrative, implementative (deals with routine day-to-day decisions)	21.0	7.2	4.6

Table 9.--NUMBER, PERCENTAGE AND SOURCE OF EXTERNAL SUPPORT FOR INSERVICE, TEACHER CENTER, OR TEACHER CENTER-TYPE PROGRAMS

Sample	Number of Reporting Institutions	Number Reporting Some External Support	Percentage	Source of External Support
School	180	58	32.2	52 Public Agency 1 Private Agency 5 Both
Institution of Higher Education	76	36	47.1	25 Public Agency 2 Private Agency 9 Both
School Select	21	16	76.2	11 Public Agency 0 Private Agency 5 Both
Institution of Higher Education Select	23	14	60.9	10 Public Agency 1 Private Agency 3 Both

Thus it appears that the new National Teacher Center Program has a great deal of good experience to build upon. Hundreds, possibly thousands, of places have been grappling with teacher center-like problems for a number of years now. Regardless of structure, most are focusing on the development of skills and materials designed to enhance the instruction of children, and, to a large degree, have started to utilize a collaborative process in achieving their goals. They have also been able to achieve this only with significant amounts of external support. Thus, one logical analysis of these data is that to a large degree, Federal funds have been a major factor in the development of teacher centers in America and the new program should continue and reenforce this support base.

Unfortunately, the research reported here raised as many questions as it answered. The research strategy was not designed to answer questions concerning exactly how these programs were organized and the substantive functions they served. Hopefully, new federally sponsored programs (particularly PL 94-482) will stimulate both the kind of interest and funds that will help to answer some of these questions--as well as the many exciting new ones that are sure to be sparked by the new Teacher Center Program.

NOTES

1. This typology was first presented in: Allen A. Schmieder and Sam J. Yarger, "Teacher/Teaching Centering in America," Journal of Teacher Education, Vol. 25, No. 1 (Spring 1974).

2. These data were first presented in: Sam J. Yarger and Albert Leonard, A Descriptive Study of the Teacher Center Movement in American Education, ERIC ED 098 159 (1974).

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IV. THE TEXAS TEACHER CENTER PROJECT

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Texas Education Agency

The Texas Teacher Center Project is an effort to systematically improve the training of educational personnel. It consists of a management component, called the Texas Center for the Improvement of Educational Systems (TCIES), housed in the Texas Education Agency, and a network of Project Teacher Centers located throughout the State. Two national components, one hosted by the American Association of Colleges of Teacher Education (AACTE) and one by the Evaluation Research Center (ERC) of the University of Virginia, have also been involved in the Project.

Project Genesis

The Texas Teacher Center Project has evolved as a series of incremental activities supported primarily by the Education Professions Development Act of 1965 through the Texas Education Agency.

In 1970 a three-year Trainers of Teacher Trainers (TTT) grant was awarded the Texas Education Agency for four Colleges of Education and the American Association of Colleges for Teacher Education (AACTE). Each of the four Colleges of Education (University of Houston, University of Texas at El Paso, Texas Christian University, and West Texas State University) agreed they would begin the development of undergraduate competency-based teacher education programs, and would do so within a cooperative setting of school systems and practicing professional educators. Simultaneously the Dallas Independent School System was developing a Training Complex involving six teacher training institutions, practicing professional educators, and community representatives for the primary purpose of preparing new and experienced professionals to work in schools characterized by high proportions of minority students.

The AACTE component was to gather and disseminate the results of the Colleges of Educations' efforts, to serve as a clearinghouse for information regarding research, and to develop tentative conclusions about the state of competency-based teacher education with particular emphasis on accreditation standards and teacher education generally.

A plan for training change agents was also a part of this original effort. It provided involvement for any teacher training institution in the State that selected a faculty member to serve 9 months in any of the four pilot Colleges of Education or the Dallas Training Complex. The intent was to provide a replication process for the development of competency-based undergraduate education, training and retraining of educational personnel to work in schools having high percentages of minority students,

and collaborative actions on the part of higher education, school systems, the profession, and the community to improve education.

Eleven change agents were trained during a 2-year period and subsequently began institutionalizing their efforts at: Abilene Christian College, Austin College, Dallas Baptist College, Lamar Tech University, Our Lady of the Lake College, Pan American University, Prairie View A&M College, Southwest Texas State University, Stephen F. Austin College, Texas A&I University, and Texas Tech University.

In July 1971 the Texas Educational Renewal Center (TERC) Project was funded by the U. S. Office of Education as one of four national Teacher Center Projects. Its major goals were to provide technical and developmental assistance to the emerging network of "Teacher Centers" in the State, and to install and operate through this network a delivery system for new and improved educational practices and products with local, State, and national linkages. The Evaluation Research Center of the University of Virginia was also funded to provide technical and developmental evaluation services to the TERC Project and to monitor its progress.

As the Texas Project moved into the third operational year (1972-73), a network of 15 "Teacher Centers" was in the developmental stage. Retraining of teacher trainers, promoting competency-based undergraduate teacher education, installing proven educational products and practices, doing comprehensive needs assessments, training and retraining personnel to serve in minority populated schools, and dissemination constituted the major goals of each Center.

Since 1973 these developments have been consolidated into the Texas Center for the Improvement of Educational Systems (TCIES) Project which, as noted before, serves as the facilitating and coordinating unit for the network of Project Teacher Centers in the State.

The Project has not evolved without taking into account, and being supportive of, ongoing Texas legislative and regulatory actions, many of which themselves were promulgated by discretionary efforts. These actions are summarized below.

In 1968 the Texas Legislature established and funded 20 Regional Education Service Centers for the primary purpose of providing media services to the public elementary and secondary school systems in the State. Supplemented with both State and Federal funds, these locally autonomous Centers now also serve as delivery and dissemination mechanisms for inservice training, curriculum materials, computer services, evaluation services, and comprehensive planning services. The basic model for these Centers was, however, planned and tested with the use of ESEA Title I and III funds in the Panhandle and South Plains area of Texas through an educational cooperative effort of 100 school systems.

Effective in September 1970, the State legislature also enacted, with funds appropriated, Senate Bill 8 and House Bill 240. Senate Bill 8, often referred to as the Student Teaching Act, stipulated that both the field experiences of student teachers and the training of the supervising classroom

teacher were the joint responsibility of the elementary and secondary school systems, the institutions of higher education, and the State. Also enacted were a salary increment of $200 per supervising teacher (the number of teachers to receive the increment not to exceed 70 per cent of the total number of student teachers) and $50 paid to the school district for each supervising teacher receiving the $200 increment to assist in meeting the costs incurred in providing the facilities for student teaching.

House Bill 240 provided 10 paid days for inservice training during the school year for all elementary and secondary teachers.

Senate Bill 8 was, in part, the direct byproduct of a Ford Foundation project effort in 1961. This project sponsored a series of 12 conferences throughout the State. The theme of the conferences was how to improve student teaching experiences.

In 1969, with EPDA funds, moreover, the Texas Education Agency created six consortia in the State for the primary purpose of facilitating the collaborative planning of educational personnel development activities between institutions of higher education, local school systems, regional education service centers, community and junior colleges, and business and industry within Texas. Through these consortia, the Texas Education Agency also began a "grass roots" study regarding the needed changes in the preparation and certification of school personnel in Texas.

Two groups, a Committee to Study Standards for Teacher Certification in Texas and a Commission to Study Standards for the preparation of School Administrators, were appointed to study the problems and to recommend required action.

In June 1972 the State Board of Education approved a new set of Standards for Teacher Education and Certification which included provisions for the establishment of local cooperative teacher education centers for the development and approval of programs of preparation of school personnel, and a new intent and direction for instituting a competency/performance-based program of teacher education and certification in Texas. They were subsequently amended in January 1974 to the extent that institutions preparing teachers may elect from one of four plans, one of which is competency/performance-based, the alternative it chooses to develop in applying to the Texas Education Agency for program(s) or institutional approval.

Therefore, one of the Project's major goals has been, and remains, how to interface both the legislative and regulatory actions with those of the Project, thereby maximizing all efforts.

Statement of Major Tenets and Assumptions

Since its inception, Project activities have been guided by the following major tenets: 1) The responsibility for teacher education should be the joint responsibility of the total educational system--State department of education, higher education, elementary and secondary school systems, the organized profession, the community, and, in Texas, Regional Education Service Centers; 2) performance and individual needs on the part of educational

personnel should become the major objective of training rather than course or semester hours and/or a specified number of training hours or days during an academic year; 3) Teacher Centers should play a major role in providing more effective organization and delivery of teacher education; 4) Teacher Centers should assist in improving local problem-solving capacities; and, 5) The Texas Education Agency should serve as the facilitating unit to provide support, coordination, technical and developmental assistance, and dissemination activities to all Teacher Centers.

Underlying the above stated tenets, moreover, are the following basic assumptions:

1. Educational personnel development programs provide the primary vehicle by which to effect educational improvement.

2. Systemic change should be the focus of educational personnel development programs rather than addressing isolated problems of inservice and/or preservice training.

3. The knowledge base and relevant materials on teaching and management effectiveness is significant and when applied to educational personnel training programs has the potential of producing significant results.

4. Educational improvement should be continuous and instituted from a problem-solving process which involves a broad-based decision-making mechanism rather than instituted from the "top down."

5. The major educational personnel development efforts in Texas provide the necessary and sufficient conditions for the design of such programs; provided external resources are allocated over an extended period of time to permit the adequate design, testing, and evaluation of such programs.

6. The practical constraints of operating existing educational systems (State Department, teacher training institutions, education service centers, and elementary and secondary schools) tend to inhibit attempts to improve.

7. A network of organized Teacher Centers, at various stages of development, exists in Texas.

8. Each Teacher Center, organizationally and programmatically, supports the systemic approach to educational improvement for a target population characterized by a high concentration of children from low-income families.

9. Each Teacher Center is committed to competency-based training and assessment as an integral

part of all Teacher Center activities.

10. Each Teacher Center is designing and using systemic management procedures.

Project Rationale

Over the past half-century, education, as well as other social institutions, has undergone significant change. There has been an attempt to close the gap in educational inequality, drive toward a better quality in all educational enterprises, major investments to extend educational opportunity, large-scale pedagogical reforms to improve the quality of education, and many, many other changes. As Robert Oppenheimer pointed out in 1955, the extent of these changes created a need for reform:

> In an important sense this world of ours is a new world, in which the unity of knowledge, the nature of human communities, the order of society and culture have changed and will not return to what they have been in the past. What is new is new, not because it has never been there before, but because it has changed in quality.

During this decade one has the feeling that the educational reform movement has itself undergone a form of change, both quantitatively and qualitatively. Educators can no longer assume, for example, that there is any perfect correlation between increased resources and better quality. Increased enrollments or affording educational opportunities to a large number of clients does not necessarily produce quality education. The development of well-validated teaching-learning systems, soundly based on research, does not necessarily result in better classroom practice. Similarly, a shift of decision-making power, from central to local authorities, does not improve the quality of decisions or encourage creativity, or even necessarily increase public concern for education.

The activities and educational competence of teachers, moreover, have been the object of scrutiny, complaint, and regulation for years. From the town fathers advising and directing the teacher regarding the values to be inculcated in children; to the "institutes" of the mid-19th century, designed to review and drill teachers in the elementary subjects; to the Reading Circles, university and normal school sponsored summer schools, and extension courses; to the efforts of the early 1930's toward "filling gaps in college degree requirements"; to the workshop concept of the post-depression days; to the "new" curriculum thrusts of the post-Sputnik era; and to the most recent efforts of professionally molding teachers to fit curriculums, a focus which dominated the field just 30 years ago--all have been attempts to standardize the curriculum and credentialing of teachers.

Educational change, therefore, as complex as the process is, is needed and requires a dual strategy: making the most of present knowledge and capacities while developing better capacities and adding to the knowledge base. The complexities of solving educational problems, however, cannot be

adequately confronted in global terms and with limited resources. As John W. Gardner said, "The pieces of the educational revolution are lying around unassembled. The major task confronting education, then, is one of putting those pieces together to ensure that each contributes to over-all objectives in a systematic way, and to determine the extent to which they are indeed necessary for effective education. A systemic approach to education is the only way to systematically relate a wide variety of bits and pieces into a smoothly functioning whole."

The educational efforts in Texas and the significant developmental efforts of the Texas Teacher Center Project provide an environment that has the potential to increase the knowledge base relative to educational improvement; increase individual and institutional capacities to change; and, utilizing a systemic approach to education, significantly affect participating systems and individuals within those systems.

The utilization of the existing educational enterprise must be improved, and the results of the education profession facilitated. Since the practical constraints of the operating educational systems tend to inhibit attempts to "reform" or "change," however, "lighthouses" are needed in which the costs of failure are small, but in which the ingredients of success can be identified and closely observed.

Educational personnel programs within such "lighthouse" efforts must be designed to create what ought to be instead of perpetuating what is. Goals of education for various populations of learners must be clear, indicators acceptable as evidence of the realization of those goals must be explicit, and both must be agreed to by all participating in the educational enterprise.

The practicing profession of teachers must, moreover, have the responsibility for providing some of the expertise needed for such reform. No longer should "they" be the targets of reform but rather professionally involved in the process of problem solving and decision making.

Educational personnel development programs, within these "lighthouse" efforts, must assume several characteristics if they are in fact to effect reform in the broader educational picture. In addition to being explicit about the purposes of education and the nature of the schools to bring those purposes about the following seven characteristics appear to be minimal:

1. A shift to a performance based mode of operation

2. A shift from knowledge and skill mastery to a primary focus upon performance

3. A shift from an essentially data-free to an essentially data-dependent mode of operation

4. A shift from an essentially trained function to a research, development, and training function

5. A shift from an essentially impersonal, instructor-

oriented learning environment to a personalized and student-oriented environment

6. A shift from an essentially college or university-centered program to a field-centered program

7. A shift from a relatively narrow and essentially closed decision-making base to one that is broad and essentially open.

Finally, the Teacher Center Project Network provides the coordinating and facilitating structure within which the necessary working relations with the various Project Teacher Centers is established to ensure: communications between Centers, dissemination between and external to Centers, training activities common across Centers, interface of activities with ongoing and/or needed State efforts, technical and developmental services as needed, and a delivery system of proven and/or promising educational practices.

Concerns Addressed By Project

The primary concern of the Texas Teacher Center Project has been and is: "How to best develop and operationalize educational personnel development training programs that will increase the educational performance of learners, and better prepare the educational professional to cope with the 'real world' of education?"

A secondary concern, and perhaps of equal importance is: "Is collaborative action between the operating educational systems, the profession, and the community necessary to insure more effective educational personnel training programs?"

Both the State and the Texas Teacher Center Project have assumed, however, that: 1) educational personnel development training programs can and should be improved, and 2) the development of such programs should be the joint responsibility of the total educational system and the profession. Therefore, the Project and the respective Teacher Centers are addressing both general and specific concerns. Among some of the general concerns are:

1. How can the significant accomplishments of both discretionary and legislated educational personnel development programs be maximized and interfaced within each Teacher Center in Texas?

2. Will the educational performance of elementary and secondary students be increased by collaborative Teacher Center activities in educational personnel development programs?

3. Can critical research and development needs be more easily identified, relative to personnel

development programs, through Teacher Centers? If so, can they be more easily implemented?

4. Can Teacher Centers provide information for the development of a statewide system for the confirmation of the outcomes of educational personnel development programs, and can they develop curriculum intervention strategies to increase the power of such programs?

5. Do the existing educational thrusts in Texas provide the necessary and sufficient conditions for the design of educational personnel development programs that have the leverage to reform Texas' education?

6. If they do constitute such conditions, how are they to be organized into operational programs?

7. If they do not constitute the necessary and sufficient conditions to effect reform, what conditions would?

8. If educational personnel development programs could be developed that effect the kinds of change in elementary and secondary education desired, what would be needed to effect such changes in Texas?

9. What incentives are there, for either individuals or educational systems, to participate in a Teacher Center?

10. Is competency-based teacher education any better than the classical mode of personnel development?

More specific concerns relate to functions, governance, management, program development, and fiscal and physical operations. Among the most critical within each area are:

Functions

1. For whom is training designed?

2. For what purpose is the training?

3. What should training be about?

4. Besides training, what should be included? Evaluation? Dissemination? Research? Etc.

Governance

1. What are the specific roles of each participating

system and group? How are these different from tradition?

2. What are the powers of the governing board?

3. How are members selected to the governance board?

4. What is the legal status?

Management

1. Who manages the Center? How and by whom is he or she selected? To whom is he or she responsible?

2. How and who makes the management decisions?

3. What are the relationships with management of the Teacher Center Partners?

Program Development

1. What, and who decides, what training models and/or materials are used?

2. How are programs selected?

3. How are program resources determined? Who pays for them?

4. How, and who, evaluates the program(s)?

Fiscal and Physical Operations

1. How can current resources be redirected?

2. How can the coordination of resources be handled?

3. Who determines and authorizes expenditures?

4. Who determines the facilities? Are they different for each program?

5. Who determines program personnel?

Governance

The governance body of one Project coordinating unit (Texas Center for the Improvement of Educational Systems) and the respective Project Teacher Centers include representatives from: elementary and secondary schools, regional education service centers, professional associations, institutions of higher education, and in many cases the community. The size and specific composition are left to the discretion of the local Teacher Centers.

These governance bodies are not legal entities of the State, therefore, their power is dependent upon that delegated them by the legal bodies which they represent. Therefore, their functions are advisory only. In reality, however, a consensus of the governance body is sufficient to promulgate their desires, particularly in Project matters.

As shown in Chart 1, the State coordinating unit includes a Steering Committee and an Executive Committee. The Steering Committee's primary function is the establishment of policies commensurate with Federal regulations and guidelines operation of the Project. The Executive Committee is a subset of the Steering Committee, elected by them, and serve primarily the role of ensuring that policy is implemented.

Local Teacher Centers have similar governance arrangements and are guided by locally developed bylaws for Teacher Center operations.

The Project governance bodies, both at the State and local levels, advice project management as to policy and operational matters and procedures. Since each project manager, however, represents a legal State entity: State board of education, local school board of education, regional education service center board, or college or university Board of Regents, it is the project manager's responsibility to ensure that the policies and/or operational procedures do not conflict with policies and procedures of his or her respective legal entity.

As also shown, the Project is under the general direction of the Associate Commissioner for Professional Development and Instructional Services of the Texas Education Agency, with one professional staff member serving as the full-time Project Director.

Project Components Analysis

As shown in Diagram 1, the Project has focused on specific components since its beginning in 1970-71. The development of performance (competency) based teacher education programs, the development of a cooperative setting (Teacher Center) for teacher education, and the maintenance of a national linkage through the American Association of Colleges of Teacher Education (A.A.C.T.E.) were components during the first 3 years of the Project. Support of change agents was a component for the first 4 years of the Project. Beginning in 1971-72 and continuing for 3 years, moreover, the installation of a delivery system, providing technical and developmental services, and operations of the Evaluation Research Center's evaluation functions became additional components. Beginning in 1973-74, after 3 years of developing both C.B.T.E. and Teacher Centers, focus was diverted to the operation of management functions and the development of C.B.T.E. management systems in that both were identified as critical priorities for the further development of both C.B.T.E. and Teacher Centers.

In 1974-75 two additional compcnents were added: planning management information system and developing state C.B.E. (competency based education) resource center(s) and capability.

Chart 1.--TEXAS TEACHER CENTER PROJECT ORGANIZATION

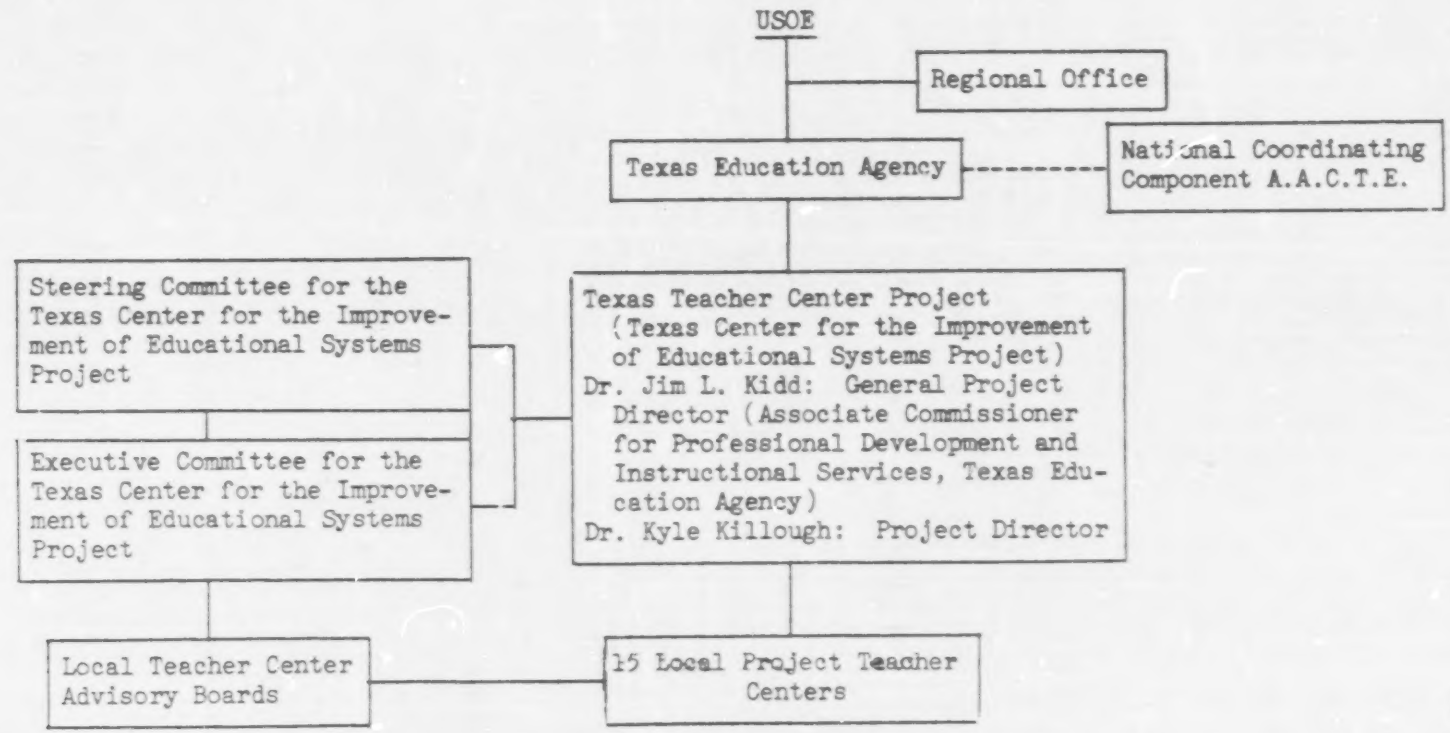
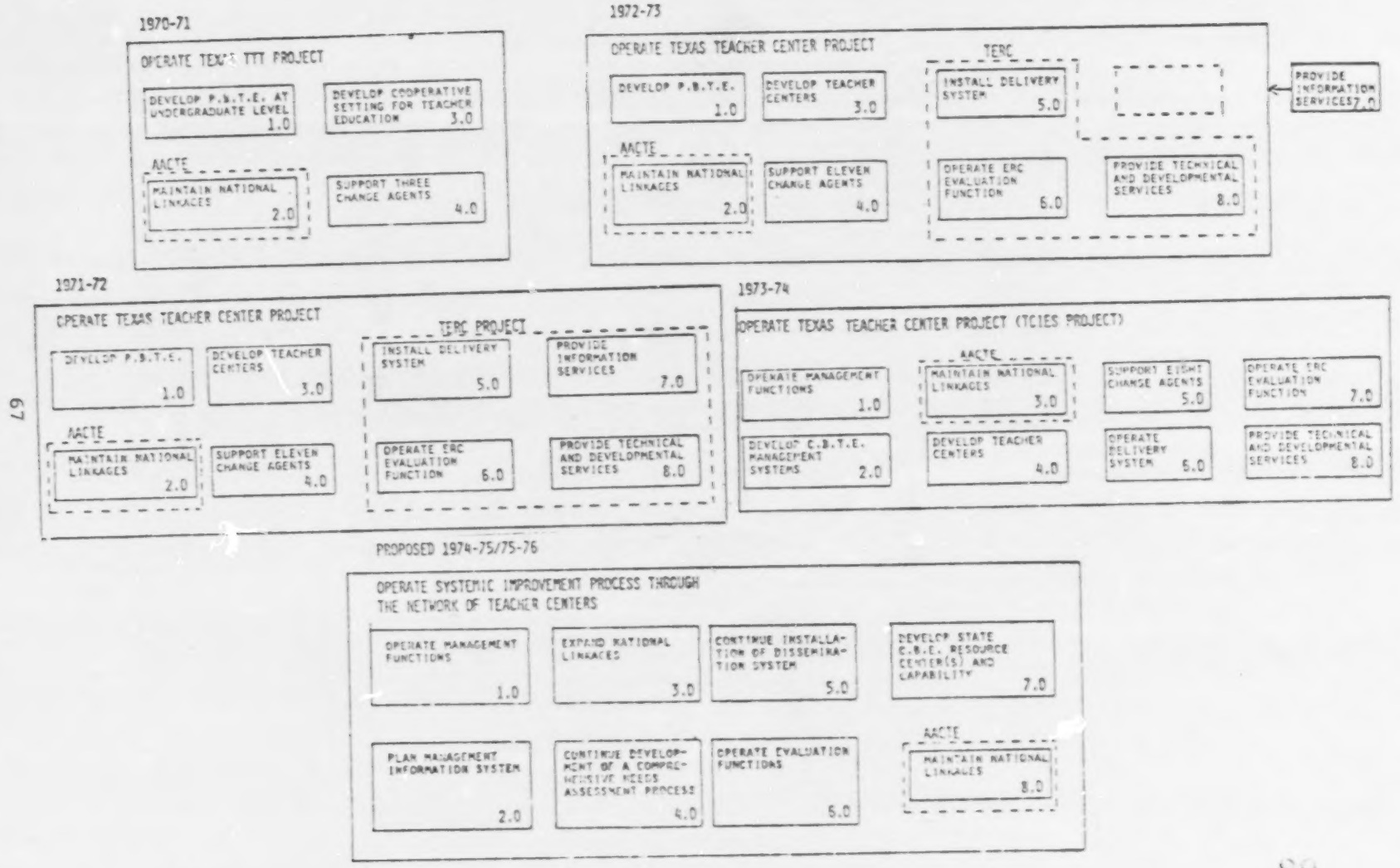

USOE
Regional Office
Texas Education Agency
National Coordinating Component A.A.C.T.E.
Steering Committee for the Texas Center for the Improvement of Educational Systems Project
Executive Committee for the Texas Center for the Improvement of Educational Systems Project
Texas Teacher Center Project (Texas Center for the Improvement of Educational Systems Project)
Dr. Jim L. Kidd: General Project Director (Associate Commissioner for Professional Development and Instructional Services, Texas Education Agency)
Dr. Kyle Killough: Project Director
Local Teacher Center Advisory Boards
15 Local Project Teacher Centers

Diagram 1.--TEXAS TEACHER CENTER PROJECT COMPONENTS ANALYSIS


1970-71
OPERATE TEXAS TTT PROJECT
DEVELOP P.B.T.E. AT UNDERGRADUATE LEVEL 1.0
DEVELOP COOPERATIVE SETTING FOR TEACHER EDUCATION 3.0
AACTE
MAINTAIN NATIONAL LINKAGES 2.0
SUPPORT THREE CHANGE AGENTS 4.0
1972-73
OPERATE TEXAS TEACHER CENTER PROJECT
DEVELOP P.B.T.E. 1.0
DEVELOP TEACHER CENTERS 3.0
AACTE
MAINTAIN NATIONAL LINKAGES 2.0
SUPPORT ELEVEN CHANGE AGENTS 4.0
TERC
INSTALL DELIVERY SYSTEM 5.0
OPERATE ERC EVALUATION FUNCTION 6.0
PROVIDE TECHNICAL AND DEVELOPMENTAL SERVICES 8.0
PROVIDE INFORMATION SERVICES 7.0
1971-72
OPERATE TEXAS TEACHER CENTER PROJECT
DEVELOP P.B.T.E. 1.0
DEVELOP TEACHER CENTERS 3.0
AACTE
MAINTAIN NATIONAL LINKAGES 2.0
SUPPORT ELEVEN CHANGE AGENTS 4.0
TERC PROJECT
INSTALL DELIVERY SYSTEM 5.0
PROVIDE INFORMATION SERVICES 7.0
OPERATE ERC EVALUATION FUNCTION 6.0
PROVIDE TECHNICAL AND DEVELOPMENTAL SERVICES 8.0
1973-74
OPERATE TEXAS TEACHER CENTER PROJECT (TCIES PROJECT)
OPERATE MANAGEMENT FUNCTIONS 1.0
DEVELOP C.B.T.E. MANAGEMENT SYSTEMS 2.0
AACTE
MAINTAIN NATIONAL LINKAGES 3.0
DEVELOP TEACHER CENTERS 4.0
SUPPORT EIGHT CHANGE AGENTS 5.0
OPERATE DELIVERY SYSTEM 6.0
OPERATE ERC EVALUATION FUNCTION 7.0
PROVIDE TECHNICAL AND DEVELOPMENTAL SERVICES 8.0
PROPOSED 1974-75/75-76
OPERATE SYSTEMIC IMPROVEMENT PROCESS THROUGH THE NETWORK OF TEACHER CENTERS
OPERATE MANAGEMENT FUNCTIONS 1.0
EXPAND NATIONAL LINKAGES 3.0
CONTINUE INSTALLATION OF DISSEMINATION SYSTEM 5.0
DEVELOP STATE C.B.E. RESOURCE CENTER(S) AND CAPABILITY 7.0
PLAN MANAGEMENT INFORMATION SYSTEM 2.0
CONTINUE DEVELOPMENT OF A COMPREHENSIVE NEEDS ASSESSMENT PROCESS 4.0
OPERATE EVALUATION FUNCTIONS 6.0
AACTE
MAINTAIN NATIONAL LINKAGES 8.0

As a developmental effort is completed and internalized, therefore, additional and supportive developmental efforts are designed to provide continuity and long-range support and commitment to each major component.

Participating Educational Systems

As shown in Chart 2 during 1973-74 the network of Project Teacher Centers included: 34 teacher training institutions, 65 elementary and secondary school systems, and all 20 Regional Education Service Centers. Also included but not shown are professional associations representing each Center. The teacher training institutions prepare approximately 90 percent of the education personnel in Texas; the school systems serve over 800,000 elementary and secondary students, and the education service centers serve all 1,149 school systems in the State.

Goals of Teacher Centers

Each Local Teacher Center advisory board has established bylaws and conducts regularly scheduled meetings. Programmatically they have as their major goals:

1. To base program(s) on a comprehensive overall assessment of local needs.

2. To assure the continuous partnership of school systems, teacher training institutions, education service centers, the organized profession, the community, and the State for the improvement of education.

3. To provide a link between promising, newly validated practices and products in education and their application in the schools and/or educational personnel training programs.

4. To provide the managerial support necessary for continuity, change in focus, and innovative efforts by involving middle management personnel in teacher center operations and by assisting them to plan their own strategies to assure quality.

5. To provide for assessing impact of programs by a problem analysis/solution design, and to serve as a basis for establishing priorities and allocating developmental resources.

6. To provide for replication strategies and vehicles.

Each Advisory Board develops its own strategies for accomplishing these goals.

Chart 2.--EDUCATIONAL SYSTEMS PARTICIPATING IN THE TEXAS TEACHER CENTER PROJECT

1973-74

Teacher Training Institutions	Public School Systems		Education Service Centers
Abilene Christian College	Abilene	Huntsville	Region I
Austin College	Alamo Heights	Katy	Region II
Baylor University	Aldine	Kilgore	Region III
Bishop College	Alice	Kingsville	Region IV
Dallas Baptist College	Amarillo	Laredo	Region V
East Texas State University	Austin	Longview	Region VI
Hardin-Simmons University	Beaumont	Lubbock	Region VII
Incarnate Word College	Bellville	McAllen	Region VIII
Jarvis College	Bishop	McKinney	Region IX
Lamar Tech	Bonham	Magnolia	Region X
McMurry College	Brenham	Midland	Region XI
North Texas State University	Brookshire	North East	Region XII
Our Lady of the Lake College	Brownsville	North Park	Region XIII
Pan American College	Calallen	Northside	Region XIV
Prairie View A & M College	Canyon	Odessa	Region XV
St. Mary's University	College Station	Pharr	Region XVI
Sam Houston State University	Corpus Christi	Plainview	Region XVII
San Angelo State	Cypress-Fairbanks	Plano	Region XVIII
Southern Methodist University	Dallas	Premont	Region XIX
Southwest Texas State Univ.	Denison	Robstown	Region XX
Stephen F. Austin College	East Central	Randolph	
Tarleton State College	Edgewood	St. Martin Hall	
Texas A & I University	Edinburg	San Angelo	
Texas A & I at Laredo	El Paso	San Antonio	
Texas A & M University	Ft. Sam Houston	San Marcos	
Texas Christian University	Fort Worth	Sherman	
Texas Southern University	Greenville	Sealy	
Texas Tech University	Harlandale	Southwest	
Texas Woman's University	Harlingen	Southside	
Trinity University	Hempstead	Tyler	
University of Houston	Hereford	Waco	
University of Texas at Austin	Houston	Waller	
University of Texas at El Paso		Ysleta	
West Texas State University			

Pyramid of Schools and Training Sites

The most critical condition for Project Teacher Centers is the identification, by each Center, of a pyramid of schools within which to conduct the major part of Teacher Center efforts. It is within these pyramids, obviously, that one can ascertain the effect that project efforts are having on the clients--students, parents, professional trainees, or practicing professionals.

The pyramid of schools is characterized by:

1. Elementary and junior high schools associated with a single high school in a large city school system, and the same composition in suburban and rural areas but with individual school campuses from different school systems (5,000-10,000 students per pyramid)

2. A high concentration of students from low income families and/or

3. A high concentration of students with learning and behavioral problems and/or

4. A high concentration of migrant and non-English speaking children.

Evidence of 1) past efforts to improve the educational opportunities of students, 2) special staff training programs to meet the needs of the students, and 3) community involvement to improve the learning opportunities of the students must also be characteristic of the pyramid of schools.

The installation of a process of educational change which creates self-sustaining reform mechanisms, and significantly raises the educational performance of students are the major goals of each pyramid of schools.

The staff of the local pyramid of schools is responsible for the planning, implementation, and day-to-day operation; the Local Teacher Center is responsible for coordinating efforts and available resources in a comprehensive and effective fashion to facilitate the local site's efforts; and the TCIES project is responsible for coordination and dissemination across Teacher Centers.

The training sites are selected by the local Advisory Board and are physically located either at the local university, school systems, and/or education service center, depending upon the program and the location of the most appropriate personnel to perform the task. Each site, however, must meet the following minimum criteria:

1. Deliver a program(s), determined by the Teacher Center Advisory Board, based on a comprehensive assessment of local needs.

2. Provide for clients a "hands-on" learning center(s) for personnel training (student teachers, teachers, administrators, teacher trainers, parents, etc.).

3. Have an information system capability for use by clients.

4. Make provisions for learning opportunities for all educational personnel (professors, administrators, teachers, student teachers, etc.).

5. Provide the managerial support necessary for continuity, change in focus, and innovative efforts within the program.

6. Assess the impact of the training program.

7. Have a dissemination capability.

The local Teacher Centers, therefore, serve as primary resources for substantive assistance to the respective pyramid. They also serve as mobilization points for technical assistance, training and retraining, evaluation, dissemination of products of research and development, and other resources needed to meet the needs of the pyramid.

Evaluation

Research and evaluation are integral aspects of the missions of the Texas Center for the Improvement of Educational Systems (TCIES) Project. The primary mission of this project implies a multiplicity of evaluation needs ranging from assessment of educational needs and changes to appraisal of project outcomes. Evaluation is needed to provide adequate information to decision makers in the various functions and projects of TCIES. Evaluation emphasizes continuous, useful, longitudinal, empirical, and objective collection of information.

Research activities are directed toward utilizing the functional areas of TCIES to provide knowledge regarding the variables in the domain of concern. Such knowledge is helpful in program improvement and replication of program results.

TCIES utilizes the discrepancy evaluation model as the primary method. Utilization of other research, development, and dissemination models, in whole or in part, is not excluded, but attempts are made to adapt other models and strategies to the discrepancy model. Evaluation is defined by TCIES as the process of obtaining and providing useful information from the Teacher Center to decision makers. The comprehensive nature of this definition of evaluation and the types of evaluation delineated in the model covers information ranging from the planning of an operation to the final assessment of success of the operation. Thus, many information needs and systems often treated separately in other evaluative modes are encompassed by the discrepancy model.

Project Successes and Problems

The question of causation: "To what degree has the Texas Teacher Center Project been responsible for changes in educational practices at the classroom, school building, college or university, and other agency, institutional, and organizational levels?" is of course impossible to answer. There is no question, however, that educational personnel development programs in Texas are significantly different than they were a decade ago. The significant discretionary and legislative and regulatory efforts engineered in the State have caused these differences, however, the Texas Teacher Center Project has played a most important role by providing a most vital link without which the other pieces would have been an incomplete whole.

Further, it is hypothesized that most of the significant changes that will result from the Texas Teacher Center Project and the other efforts cited remain to occur. There has not been enough time lapse for significant operational change, but there is no question that the State's posture about educational personnel development, teacher education specifically, has significantly changed. The many features of personnel development programs described herein should have a significant impact in Texas for years to come.

Among some of the most significant successes of the Project, moreover, are:

1. Competency-based teacher education programs are successfully implemented in 34 of the State's institutions of higher education. The degree of implementation varies from the total undergraduate elementary education at the University of Houston to one "course" at some colleges and universities.

2. The delivery system of proven and promising educational practices is in place which significantly reduces the time lapse between development, testing, and implementation.

3. Local Teacher Centers are operational, providing data that make it possible for other, later local Teacher Centers to be more successful more quickly. The statewide mechanism is no longer a dream; it is a reality. Enough prototypes exist in different forms and in various planning and implementation stages so that there is no longer any question of their feasibility or viability.

4. Teacher Center Project efforts have contributed to the emergence of equal educational opportunity around the State. Although parity was not and is not a goal, minority opinions are heard through the governance structures of each Center, and taken account of in teacher training activities.

Perhaps most important, however, is the fact that most of the new CBTE programs being developed contain both cognitive and affective elements associated with bilingual/bicultural students. Dallas, Prairie View A&M, West Texas State, Region VII, and University of Houston are focusing specifically on training personnel to work with minority students.

5. Local Teacher Centers have and do act as a focus for generating local initiative. Although each Center is generally similar because of the requirements of Senate Bill 8, the Teacher Education Standards, and the Texas Teacher Center Project, each has also developed elements that would not have been developed had the Teacher Center concept not provided an organizational means for focusing local interests. The Teacher Center Project does not provide a finished and invariant mold for any local Center; instead each Center can build its own adaptations and variations to suit its own needs. Therefore, local creativity is not stifled.

6. A significant number of collaboratively planned training activities have occurred. These include both pre- and inservice activities focused on teacher education trainees, practicing professionals (supervisors, classroom teachers, administrators, and college and university personnel), paraprofessionals, and community personnel. They have ranged from training in the implementation of an educational product to the sophisticated process of designing, developing, implementing, and evaluating competency-based training programs. Alternatives to this training would have been conventional inservice activities in a local school system and education service center, and university summer sessions, or possibly, none at all in the specific programs of the Teacher Centers.

7. Communications have been improved. The Teacher Centers bring to the planning table representatives from institutions, agencies, and organizations whose relationships heretofore have been primarily one of competition. Moreover, such an organization provides each partner an opportunity to relate and some stakes with which to play. This tends to give a balance of power and vulnerability on the part of all. Within each participating institution, agency, and organization, moreover, communication is now occurring that simply did not exist before. Liberal arts and education faculties in the Project universities and colleges tend to have more interaction.

In the school systems teachers and administrators meet on new grounds. Elementary and secondary teachers are beginning to know each other better and are therefore more cognizant of each other's problems and needs. Trainees are getting a first-hand feel, over an extended period of time, of the "real world" of teaching and administration. Teachers and administrators from different buildings converse and plan together. University and college faculty from different systems converse, plan together, and share more than they have in the past. And, finally, the State Department of Education is being viewed more as a supportive and leadership unit than as a regulatory unit consisting of "black hats."

8. Excellent leadership has emerged both at the State and local levels. Obviously, such a change from classical organizational structures and functions requires dedicated, competent, and committed leadership. Many personnel have formed not only the backbone of the present effort but will continue to serve as a leadership cadre for years to come.

Although the Project has many successes, it also has and does encounter many problems. Organizationally, the Project efforts are viewed by some as being external to the existing legal structures of the State; therefore, institutionalization is rather difficult. There does not appear, moreover, to be an adequate reward mechanism for either educational systems or individuals to participate in Teacher Center activities.

The complex structure of the governance boards also causes some problems in that too often the diversity of opinions and feelings tend to get in the way of decision making. And the role and selection of a fiscal agent within a Center is most difficult.

Funding Teacher Centers is also a major problem. Lack of a stable funding base, the inability to orchestrate funds, and the unavailability of cost estimates are of continuous concern to all involved in Teacher Centers.

Perhaps the most intractable problem of the Texas Teacher Center Project is the inability to orchestrate the members of the local Teacher Centers. Such orchestration, not only of members but of their resources, must occur if the successful exploitation of the potential of the Teacher Center concept is to become more of a reality.

Lack of evaluative information is also a major problem. To some, evaluation is a threat and to others it is a "rip-off" or just another overhead item that contributes little to the Project, and the diversion of funds to evaluation means that some worthy program will not be mounted.

The new roles required of Teacher Center partners is a massive problem. In most instances the new roles required of teachers, professors, school

system personnel, and students are significantly different from the roles in which these personnel are accustomed to function. Not enough attention, however, is being paid to mechanisms for the orientation and training and retraining of personnel who will occupy them.

Recommendations

The Texas Teacher Center Project is neither a smashing success nor a dismal failure. It has and is a feasible, viable, and promising mechanism for the improvement of educational personnel development in Texas. It has by no means reached the end of its cycle but rather continues on in a dynamic and emergent posture. The recommendations presented below, therefore, are illustrative of the kind of counterstrategies that could be used in addressing the problems of Teacher Centering in order for it to become more viable:

1. Substantial and sustained outside funding, from diversified sources, must become a reality. Risk or venture capital is always necessary to spark change, and in this case the fact that funds were available from several sources over a period of time has been the major factor in facilitating the successes of the project. Further, risk funding is absolutely necessary, however, and certainly--if any aspects of the Project are to be replicated elsewhere--venture capital must be available in the recipient site(s).

2. A critical mass of dedicated, committed, and insightful persons must be available to conceptualize and implement the efforts. No effort of the scope of Teacher Centering as practiced in Texas can be planned and implemented without talented personnel who are willing to devote the time and energy necessary to make it go.

3. State and Federal political support which culminates both in legislation and fiscal support is a necessity. There is no question that the Teacher Center movement in Texas would not have progressed very far without considerable legislative and administrative support, and U. S. Office of Education support. Therefore, any State that might wish to emulate the Texas efforts should move toward legislative and fiscal support as quickly as possible.

4. Existing functional groupings (State, higher education, regional centers, school systems, and professional organizations) should be utilized as the basis for Teacher Center organization. The

change strategy of building organizational structures that parallel (and eventually circumvent) existing structures rarely if ever exhibits long-range acceptance and permanence. The usual tendency is for them to flourish only as long as outside capital is available. It is much more logical to build upon what is already present and to reinforce local priorities, commitments, and interests than it is to continue to reinforce competitiveness within the educational systems.

5. The emphasis of Teacher Centers should be on flexibility and alternatives. The opportunity for different organizational and operational efforts should be stimulated to foster the development of alternative modes; not predetermined modes imposed which often stimulate negative or hostile responses.

6. Teacher Centers must be willing to display a high risk posture, and indeed to follow up by taking risks. If a Center does not venture perhaps too much, take on too many functions, and actually extend itself well beyond its capital, then it more than likely will have a net effect which will be too small to make any difference.

7. "Lighthouse" Teacher Centers should be identified and provided special funds to perform their development, demonstration, and dissemination functions. They should be self-selected to be sure that maximum motivation and commitment is built in. They, moreover, should be reflective of alternative models to provide the flexibility and options to other interested sites. Sufficient fiscal support should be provided each "lighthouse" by Federal, State, and local sources, and for a period of time that will permit adequate development, testing and evaluation.

8. Facilitating and coordinating units, such as TCIES, should be funded to establish networks of Teacher Centers throughout the Nation. Technical assistance, dissemination, and communications would be the major functions of each such unit.

9. A national level unit should be funded to serve both the needs of the network units and some of the needs of local Centers.

There is no intrinsic reason to doubt that the Teacher Center concepts are in fact transportable. However, they cannot be transported into settings

that are not ready to receive them; i.e., that cannot meet reasonably well the aforementioned recommendations. It is not argued, moreover, that the Texas pattern should be followed; it does have major problems. Conversely, however, the success factors can be duplicated and, through some kind of national network, begin to resolve the major problems.

V. THE RHODE ISLAND TEACHER CENTER: A STATE BASED CENTER

Edwin Dambruch
Rhode Island Department of Education

In May 1969, the R. I. Legislature created a single Board of Regents responsible for overseeing education in Rhode Island at all levels--K-12, higher education, and adult education. This action spurred an examination of the existing structure and focus of the Department of Education and especially the Division of Academic Services. This examination soon led to a reorganization of the Division incorporating as one of its elements the Rhode Island Teacher Center (RITC).

Before the reorganization, the Division of Academic Services was responsible for the administration of categorical funds, both Federal and State. In addition, a staff of specialists (e.g., mathematics consultants, reading consultants) provided services for local education agencies (LEAs). These services consisted of independent activities with little or no coordination among the consultants. The Division of Academic Services, later named the Division of Development and Operations, was reorganized to provide for integrated services to LEAs. The new organizational structure contained two Bureaus: 1) the Bureau of Federal Grants and Regulations whose responsibility was the administration of Federal programs and grants, and regulatory services, and 2) the Bureau of Technical Assistance (BTA) which was responsible for providing total program development assistance to LEAs.

Introduction of the RITC

In June 1971, the U. S. Office of Education selected the State of Rhode Island to develop one of a number of pilot teacher center projects. The Center started as a 5-year project and involved participation of institutions of higher education and local education agencies. Those Center activities which prove successful were to be institutionalized within the State education system.

Purpose of the Project

The Rhode Island Teacher Center (RITC) is a collaborative and cooperative organization whose purpose is the improvement of education for all children. Based on the belief that reform which does not recognize the interrelatedness of individuals and the system within which they operate will have limited payoff, the RITC is designed to improve both the system and the personnel within it.

Major purposes of the project are:

1. To develop a model for needs assessment and to assist local education agencies in assessment of needs

2. To conduct statewide needs assessment in the area of staff development

3. To link Rhode Island educators with national, regional and local sources of educational research and with new and validated approaches in education

4. To support and assist adoption/adaptation of validated educational programs which are consistent with local and statewide needs through inservice training in local education agencies.

5. To study and develop a pilot performance-based teacher education and certification system.

Governance of the Center

A 15-member Board of Directors, operating on the principle of parity, serves as the policy recommending body for the Center and is responsible to the Commissioner of Education. This Board includes teachers, local education agency administrators, higher education personnel, community members and State Education Agency staff. The director of the RITC is responsible for management of the Center, coordination of all resources--human and technological, operation of the program components, continuing evaluation of the Center's operation, and institutionalization of successful aspects of the Center's design and activities into the regular system. This concentration of responsibilities gives direct control over program development activities to the RITC director and more readily facilitates achievement of Teacher Center objectives.

Coordination of Operations

The RITC is housed in the State Education Agency (SEA), but the grant is to the University.

As part of the initial RITC proposal, it was determined that activities which proved successful would be institutionalized within the State educational system. A first step in the institutionalization process was the integration of RITC activities into the Bureau of Technical Assistance in the Rhode Island Department of Education. Operating in coordination with the Support Services and Program Development Units in the Bureau, it provides a total system for delivery of services to LEAs. Institutionalization of the project has continued with the Board of Regents funding the staff positions within the project with State funds. The Bureau of Grants and Regulations has requested the "teacher center process" as developed under the pilot grant be applied to the staff development requirements required

by their categorical legislation. The primary components of the Center--Needs Assessment, Alternate Learning Center, and Competency-Based Teacher Education/Certification, along with the RITC Internal Evaluation Unit, are described below:

Teacher Needs Assessment.--The formation of the Teacher Needs Assessment unit of the RITC is to identify staff needs at both the State and local levels. Specifically, this component is responsible for conducting statewide needs assessment and assisting the local education agency to identify needs in the area of staff development. The Teacher Needs Assessment focuses on perceived needs of teachers and administrators on a statewide basis in relation to program planning at the LEA level.

Statewide assessment provides for identification of major areas of need among teachers and administrators. One of the responsibilities of the Needs Assessment Coordinator is to encourage support by professional organizations in the State for statewide needs assessment activities. Their support is considered a prime factor in conducting effective needs assessment. The assessment coordinator also administers statewide needs assessment activities, establishes a teacher needs and administrator needs data file, and arranges for sharing of these data with others such as teachers, administrators, other RITC coordinators and State Education Agency staff, and teacher/administrator educators.

The needs assessment coordinator, in cooperation with the Program Development consultant, provides information to local educators on prerequisites for assessment and the needs assessment process as described in the Needs Assessment Manual (a "how to" approach to needs assessment). In addition, technical assistance is given to LEAs by providing consultation on problems.

Alternate Learning Center.--The Alternate Learning Center (ALC), the inservice training component of the RITC, responds to the needs of teachers and administrators by providing on-site training. Its major objective is the diffusion of validated educational training programs* and products in Rhode Island schools. Validated programs derived from research and development labs are collected by the ALC coordinator and reviewed by the program selection committee;** final selection of programs is made by BTA staff. The focus is on relevant and workable solutions applied on site to school problems. Four major ALC functions which support that objective are: awareness, developmental assistance, inservice training and program installation assistance.

The primary procedure for creating awareness of these programs is the Statewide Awareness Conference. At these conferences, validated educational

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*A validated program is defined as one which has clearly stated objectives, has been implemented for a period of time sufficient to demonstrate significant improvement by means of an evaluation design, and is amenable to replication (i.e., capable of adoption or adaptation and cost feasible).

**The program selection committee represents teachers, administrators, higher education personnel, SEA staff, and community members.

programs identified as consistent with local and statewide needs are demonstrated. To date, six awareness conferences involving over 1,800 participants from all LEAs in the State have been held and 25 programs have been presented. In addition, printed materials and video tapes are used to disseminate information about selected programs. Program development consultants from BTA are primarily responsible for providing this information to LEAs.

Developmental assistance is a function carried out by the Program Development Consultant following the Awareness Conference. It includes assistance to LEAs in exploring awareness programs for the purpose of deeper exploration than is possible in a one-hour conference, and in preparing ALC proposals for inservice training. Each Program Development Consultant serves as an advocate of ALC proposals from the districts to which he/she is assigned as it goes through the program review process. To date, 210 of the 250 proposals submitted for ALC inservice training have been funded.

Implementation of inservice training is arranged by the ALC coordinator. Prior to installation of training, Rhode Island educators are trained as trainers by product developers in the selected programs. Graduate credit, perceived by many educators in the State as an incentive, is also obtained for participants in ALC funded training. In addition, the ALC coordinator arranges for scheduling of trainers, identification of LEA-based training sites, purchase and delivery of training materials. Wherever needed the Program Development consultants assist with this function by providing linkage between the ALC coordinator and the LEAs. At this time more than 7,000 of Rhode Island's educators from 95 percent of the local education agencies have participated in ALC school based inservice training.

Competency-Based Teacher Education/Certification.--The mission of the Competency-Based Teacher Education/Certification (CBTE-CBC) Component is to provide leadership and assistance as CBTE-CBC is developed in Rhode Island. Its focus is on establishing agreement on a theoretical base and then developing operational plans. A key element underlying the processes and activities which support this function is involvement of representative educational groups throughout the State, including teachers, administrators, higher education personnel, and State Education Agency staff.

Three major processes are involved in the operation of this component: expansion of a region-wide data bank on CBTE-CBC, support of competency-based teacher education programs, and support of State level planning and development of CBTE-CBC. Expansion of a region-wide data bank on CBTE-CBC is accomplished by the CBTE-CBC coordinator in conjunction with the Education Information Center. Competency-based teacher training and certification information are collected, screened, classified and disseminated among Rhode Island educators interested in CBTE-CBC.

Support of CBTE programs at institutions of higher education is provided through assistance to Rhode Island College and the University of Rhode Island in the development, field testing, and revision of competency-based education alternatives. Rhode Island College has developed a number of

educational psychology modules, reading modules, and a self-directed audio-visual proficiency component; the University of Rhode Island has developed performance based modules for the freshman, sophomore, junior and senior years in elementary and secondary teacher education. Expansion of these activities at both institutions is in progress.

State level planning and development of CBTE-CBC occurs primarily through the Associate Commissioner's Committee on CBTE-CBC, which includes representatives of the major educational groups within the State. Technical assistance is provided to the committee by the CBTE-CBC coordinator by developing a set of standards and guidelines for operation of comeptency-based pilot programs in the State.

Internal Evaluation.--The RITC utilizes a discrepancy evaluation model to assess Bureau operations and effectiveness in meeting its objectives. This evaluation model requires specification of program standards (program design) and evaluation procedures (evaluation design) for determining discrepancies between standards and actual performance. The Evaluation Research Center at the University of Virginia serves as a resource to the RITC internal evaluator in operationalizing this model.

To date, a flow chart has been prepared for each Teacher Center component and for the supportive functions, i.e., Management, Program Development Unit, and Internal Evaluation. In addition, the interrelationships among the components and support units have been specified. Flexible communication channels between the internal evaluator and component and unit managers have been valuable both in preparing and updating the program design.

The evaluation design, which stems from the program design, includes identification of critical decision points and preparation of a precise work plan for gathering data relative to these decision points. The work plan calls for such items as instrument development, population sample and strata, number of respondents, frequency and dates of administration, and data analysis.

The Program Development Unit and Management have been identified and are being assessed according to the criteria specified in the evaluation work plan. The internal evaluator assumes responsibility for implementation of the work plan and feedback of data to component and unit coordinators and to the management staff. These data then serve as a basis for decision making with regard to program operation, maintenance, modification and change.

Summary of Selected Key Elements

The chart which follows provides a summary of concepts referred to in the description of RITC component operations. The intent here is to highlight the other functions, clients and incentives associated with each unit. In addition, a brief view of component relationships with other SEA units and with education agencies external to the SEA is presented.

Chart 1.--SUMMARY OF SELECTED KEY ELEMENTS

Agent	Function(s)	Clients	Incentives	Relationship to SEA and Other Education Agencies
Needs Assessment	To identify staff needs (statewide)	Teachers Administrators Boards of Education SEA (planning)	Obtaining information on needs Free Technical Assistance Linkage to the Bureau of Technical Assistance and the SEA	Input to ALC selection process Input to SEA master planning process Service unit to LEA's through Program Development consultants linkage system
Alternate Learning Center	To provide inservice training in validated programs to local education agencies based upon identified needs	Teachers Administrators Boards of Education	Graduate Credit Free training in validated programs Responsiveness to local needs Training conducted on-site: convenience, time-saving, gas-saving, moral support (fellow staff members) Implementation support (fellow staff members)	Service units to LEA's through Program Development consultants linkage system Organizer and facilitator of linkage between LEA's and IHE's for on-site in-service training Integration with unit for utilization of State in-service training monies
Competency-Based Implementation/ Research	To provide leadership as CBTE/C is developed in R.I. To assist IHE's in developing and implementing preservice competency based teacher education programs in R. I.	IHE Personnel	Alternatives for teachers and students: scheduling, format, methods/procedures, learner-rate adaptability	Service unit to IHE's

Materials Produced by Teacher Center Project

1. Guidelines and Proposal Manual.--Alternate Learning Center Component of the Rhode Island Teacher Center Project. This manual discusses the four major functions of this component, provides information for the proposal submission process, criteria for funding, and the application forms which are utilized.

2. Abstracts of Inservice Training Programs.--Alternate Learning Center Components of the Rhode Island Teacher Center Project. This publication describes in abstract form the validated products/practices for which inservice training is available through the project.

3. Needs Assessment--A Manual for the Local Educational Planner.--This manual describes a process by which local school districts are encouraged to implement a comprehensive needs assessment as a part of their planning efforts.

4. Provus, Malcolm, and Others.--The Rhode Island Teacher Center. The Annual Report, Vols. I, II, III, IV, Evaluation Research Center, Charlottesville, Virginia.

Needs Assessment: Summary of Outcomes

The needs assessment components of the Bureau have been engaged in a variety of activities to support needs assessment in Rhode Island local education agencies. Specific accomplishments of this unit are cited below:

1. Identification and sharing of relevant needs assessment resources (experts, materials, resources) essential to the support of needs assessment activities in LEAs.

2. Collection, review and analysis of approximately 25 needs assessment models and reports in preparation for development of the Needs Assessment Manual.

3. Development of a "how to" Needs Assessment Manual for use in LEAs.

4. Training of Program Development consultants in use of the Needs Assessment Manual with LEAs.

5. Technical assistance to 5 LEAs (involving more than 150 administrators, teachers, school committee and community members) in conducting needs assessment.

   2 LEAs--affective student needs assessment
   2 LEAs--cognitive and affective student needs assessment
   1 LEA--special education needs assessment

6. Needs assessment awareness activities in 6 LEAs, 2 non-LEAs, and among school counselors across the State.

Alternate Learning Center: Summary of Outcomes

Since November 1972, four cycles of ALC activities have been initiated. The following data describe the major outcomes resulting from these cycles.

Number of Awareness Conferences	7
Number of participants in Awareness Conferences	2,100
Number of LEAs Represented at Awareness Conferences	38 (100%)
Number of Programs Presented	31
Number of Proposals Submitted	210
Number of Proposals Funded	200
Number of LEA Teachers and Administrators Receiving Training	7,000 (approximately)
Number of LEAs Represented in Training	29 (76%)

Evaluation of the Awareness Conferences indicates that the conferences were viewed quite positively by the participants. The participants felt that

1. The conference was relevant to their needs.
2. The conference time was well spent.
3. The presentations were clear and intelligible.
4. They had sufficient time to ask questions and seek clarifications.
5. They did not have sufficient time to discuss each of the products personally with the product presenters.
6. This conference was better than most others they had attended.

Analysis of data on ALC training feedback also indicates positive reaction to ALC sponsored inservice training.

1. In the perspective of trainees sampled, the mean response indicates that the training had greater value than other training.
2. Respondents indicated that the training was "good."
3. In terms of being current and reflecting up-to-date professional views, the training was rated as good.

4. Respondents considered the material to be very appropriate to the training.

5. Respondents rated responsiveness of instructors very highly.

6. Trainees felt that sufficient time was given to training in order to achieve the objectives of the training workshops.

7. Sixty-four percent of the respondents indicated that no topics were omitted from the training sessions.

8. Seventy percent of the respondents stated that they would take the workshop again.

9. The coursework of the training sessions was rated as important to the trainees' work with others in the field.

10. Seventy-seven percent of the respondents indicated that concepts would be implemented in practice.

Competency-Based Teacher Education/Certification: Summary of Outcomes

The CBTE/CBC component activities have been directed toward building a foundation for the development of performance-based teacher education and certification in Rhode Island. Specific accomplishments of this unit include:

1. Ongoing identification, collection, and screening and classification of CBTE/C materials and information resources. Approximately 500 documents have been identified.

2. Development and dissemination of information products:

   Two New England Program in Teacher Education (NEPTE) working papers--approximately 350 copies each.

   One EIC information package on CBTE/C--approximately 300 copies.

3. Development of documents for development of CPTE/C in Rhode Island (e.g., "Plan of Action of Competency-Based Initial Elementary Teacher Certification," "Plan of Action of Development of Competency-Based Teacher Education in Local Education Agencies,"

and "Position Paper and Recommendations of the Rhode Island Certification Advisory Committee.")

4. Organization of a State steering committee on CBTE/C (Associate Commissioner's Committee) and provision of inservice training to that committee. Eight meetings were held, one of which was a full-day inservice workshop.

5. Conduct of a statewide conference on CBTE/C, which was attended by representative education subgroups throughout the State.

6. Assistance in development and review of 24 competency-based teacher education modules developed at RIC and URI. Thirty-one visits to RIC and URI have been made by the CBTE/C coordinator to provide this assistance.

Various aspects of the work of the CBTE/C component have been evaluated. Summarized below are the results of evaluation activities.

1. Statewide CBTE/C Conference:

   A. Participants thought that conference time was used adequately.

   B. Participants felt that most presentations were clear but the State position was not clear.

   C. Participants agreed that sufficient time was allowed for asking questions in the small group sessions.

   D. Participants rated the conference as better than most conferences they had attended.

2. Installation Costs of CBTE Modules:

   A wide variation in time and cost per module exists.

   A. The number of hours spent to date by module developers ranges from 31 to 66 hours; mean number of hours is 41.

   B. The cost of materials necessary for development of the modules ranges from $20 to $255; mean cost for materials is $129.

3. Evaluation of CBTE Modules:

Evaluation by external evaluators of competency-based teacher education modules developed at RIC and URI revealed wide variation in overall quality of the modules developed and a considerable number of discrepancies with regard to adherence to design criteria. This appears to be due, at least in part, to the fact that no general format was agreed upon nor were all of the criteria for evaluation specified in advance to the module developers. In addition, the somewhat low ratings on certain modules or on certain criteria across modules is to be expected, considering that CBTE module development is presently in an exploratory stage of development in Rhode Island.

On a scale from 1 to 5, 1 being the lowest rating, 5 being the highest rating, with a rating of less than 3 being considered weak, the following evaluation results of the 24 modules across 11 criteria were tabulated:

A. Sixty-seven percent of the modules received ratings of 3.0 or higher on Content (theory).

B. Seventy-one percent of the modules received ratings of 3.0 or higher on Content (clarity).

C. Eighty percent of the modules received ratings of 3.0 or higher on Objectives.

D. Eighty-eight percent of the modules received ratings of 3.0 or higher on Learning Experiences.

E. Twenty-nine percent of the modules received ratings of 3.0 or higher on Learning Alternatives.

F. Sixty-seven percent of the modules received ratings of 3.0 or higher on Pre-Assessment.

G. Sixty-three percent of the modules received ratings of 3.0 or higher on Post-Assessment.

H. Forty-six percent of the modules received ratings of 3.0 or higher on Self-Assessment.

I. Zero percent of the modules received ratings of 3.0 or higher on Revision Data.

J. Zero percent of the modules received ratings of 3.0 or higher on Test Plan.

K. Sixty-seven percent of the modules received ratings of 3.0 or higher on Rating of Listed Alternatives.

L. Seventy-five percent of the modules received ratings of 3.0 or higher on Overall Module Rating.

4. Attitudes toward CBTE:

An attitude survey was administered at URI to juniors preparing to be teachers (67 percent of the respondents) and to teachers.

On a scale from 1 to 5, 1 being the lowest rating and 5 being the highest rating, the following results were obtained:

A. The mean for both student and teacher ratings was 3.5 or higher with regard to understanding of performance-based teacher training.

B. The mean for both student and teacher ratings was 3.3 or higher with regard to the quality of organization and planning of the CBTE program with which they were associated.

C. The mean for both student and teacher ratings was 4.6 or higher with regard to the agreement which someone like oneself (the respondent) might be likely to agree with the concept of performance-based teacher education.

D. The mean for student ratings was 4.5 and the mean for teacher ratings was 3.6 with regard to competency-based teacher training being perceived as an advantage to a potential future employer.

E. The mean for both student and teacher ratings was 4.1 or higher with regard to competency-based teacher training gaining acceptance (versus just a "fad").

F. The mean for both student and teacher ratings was 4.0 or higher with regard to the overall opinion of the CBTE program with which they were associated.

Internal Evaluation: Summary of Outcomes

The Internal Evaluation Unit is responsible for implementation of the Discrepancy Evaluation Model as a basis for planning and decision making in the Bureau of Technical Assistance. The following activities have taken place as a part of the evaluation effort:

1. Preparation and update of the Program Design as needed.

2. Preparation and update of the Evaluation Design as needed.

3. Evaluation training--2 days of formal training at Evaluation Research Center, University of Virginia and 5 days of inservice training provided by the Evaluation Research Center at the RITC.

4. Linkage provided between the RITC and the Evaluation Research Center at the University of Virginia.

5. Evaluation of the following components:

   Needs Assessment
   Education Information Center
   Alternate Learning Center
   Competency-Based Teacher Education/
     Certification
   Program Development Unit
   Management

6. Administration of 17 evaluation instruments to approximately 2,700 Rhode Island educators.

7. Summary and analysis of evaluation instrument administered as a basis for component planning.

8. Assistance in the preparation of 4 internal evaluation reports.

9. Coordination of the administration of the Terminal Objectives Survey which was given, by random sampling, to more than 300 Rhode Island educators in 10 local education agencies: 1 superintendent in each LEA, 6 principals in each LEA, and 6 teachers in each of the 6 buildings in each LEA. (These data are used to assess achievement of long-range objectives.)

VI. THE BAY AREA LEARNING CENTER: A STUDY IN DISTRICT COOPERATION

John Favors
Oakland Unified School District

The Bay Area Learning Center is a three-district consortium designed to provide and coordinate staff inservice training opportunities geared to the improvement of instruction. The Center is committed to the full utilization of every child's varied talents and capabilities. The major focus of the Project is the cooperative involvement of the community, classroom teachers, supportive district staffs (administrators, auxiliary personnel, skilled specialists, paraprofessionals, volunteers, etc.) in program development to meet the needs of each district, school, and pupil.

History, Conditions, and Directions

The Teacher Center Movement has grown rapidly within the past few years. Many conditions have contributed to its emergence. Five major factors have influenced the genesis of the Bay Area Learning Center:

1. Dwindling fiscal resources
2. Decentralization of the three participating school districts (Berkeley, Oakland and San Francisco)
3. Restlessness of teachers and community groups with traditional inservice programs
4. Strong desire of teachers and the community to become involved in the education process in new ways
5. Willingness of the three school districts to cooperate with the U. S. Office of Education in piloting a new staff development approach.

The Bay Area Learning Center's (BALC) ultimate purpose is to improve the quality of learning experiences of all students in the Unified School Districts of Berkeley, Oakland and San Francisco. Minority students and all other students who experience learning difficulties within these districts are the target for the efforts of BALC. To help eliminate these learning difficulties is to increase the competencies of all facilitators of learning in these three districts.

The Center is sensitive to the fact that desegregation is an evolving reality in the districts. This has dramatized the need for a new kind of training for educational personnel. Those most involved in the educational

process--teachers, students, parents and administrators--have had very little, if any, training in expediting learning in a multicultural, varied ethnic classroom. Our training institutions in the past have too often trained individuals from all ethnic groups to teach students with a white, middle-class orientation, including value structures, behavior patterns, learning styles and vocational expectations. Minority students have suffered most from the narrowness of this educational imposition. Teachers and other personnel have also suffered from frustration arising from their inability to provide meaningful educational experiences for the majority of their students or to help them actualize their vocational plans. The BALC is engaged in a collaborative effort, with all three districts, to correct these conditions.

BALC sees its role in relationship to the three Bay Area School districts as that of a coordinator or helper. It does not have power, except that which is granted to it by the three districts. It does not have clientele, except for those who volunteer to participate from each district. It does not have facilities, only limited office space. It does not have an extensive budget, but only limited grants from the U. S. Office of Education and the Carnegie Corporation of New York City. Yet, the challenge of coordinating an innovative approach to staff development was accepted by the tri-district consortium.

The Bay Area was selected by the U. S. Office of Education because of the interest of three school districts--Berkeley, Oakland, and San Francisco--in collaborating to discover better ways of providing inservice training to their personnel. Each district has been engaged in developing decentralized, autonomous, and accountable systems designed to give greater freedom and impetus to individual schools and teachers. They had encouraged them to change their curriculum, structure, and teaching techniques to fit the unique needs and interests of their students. In the midst of those developments it was recognized that teachers should be kept informed of the latest curriculum development and new teaching techniques, that they should have more freedom for program development to meet student needs, that there should be better communication for sharing what has proven to be most effective in increasing the quality of student learning, and that inservice training programs should be redesigned to better meet the needs of learning facilitators.

Out of these needs began the movement to establish the Bay Area Learning Center. It developed in three phases, culminating in a fully operational program. Phase One was a planning phase which began in June 1971. A grant was received by the Oakland Unified School District, which was to assume administrative responsibility for the project. The initial task was to develop cooperation among the administrators of the three school districts in ways that would guarantee their meaningful involvement in the planning and future development of the BALC. This was accomplished through Superintendent meetings, the development of a proposal to the Office of Education, liaison and coordination among the Districts, and liaison with USOE staff.

Planning operations were to be designed that would necessitate the involvement of a broadly based Planning Advisory Committee and a Management

Support Group comprising a consortium of management consulting firms. The initial fact finding, data collecting, and proposal writing activities, however, were conducted by an interim Bay Area Teacher Center Management Committee coordinated by the Oakland Public Schools. The planning process culminated in a response to a Request for Proposal, dated November 1971, which provided the base for this present project and the framework for further planning by the Planning Advisory Committee and the Management Support Group.

By June 1972, the Planning Advisory Committee had identified teacher training institutes in the area, assessed minority potential for involvement in the project, developed demographic data charts for the three districts, prepared a time line of major tasks to be achieved, developed behavioral objectives for the BALC, developed recommendations for the functions, organizational structure, and an operational plan for the Center.

Phase Two occurred between July 1972 and April 1973. In July a Coordinator was selected to monitor the project development. The Management Support Group submitted a preliminary draft of their report. It included an account of the development of BALC and the mission, structure and operating procedures for a learning center. It also suggested an approach to programs and their evaluation and a plan of implementation. Although the contract of the Oakland Unified School District was with one management consultant firm, the Management Support Group consisted of three consultant firms working as equal partners. The two firms sharing the project tasks were subcontractors secured to assist the original firm. The Planning Advisory Committee voted to accept the draft in July, and the Superintendents accepted the final draft in October.

The Planning Advisory Committee voted to continue on an interim basis. From its membership a core committee was set up to add four new memebers from each district to serve as a selection committee. The core committee later reorganized itself and asked each district to provide twelve members for this committee. This committee operates, now, under the name of the BALC Advisory Board.

Phase Three, the operational aspect of the BALC, began in mid-April 1973, with the appointment of a Director. Because of the long planning time scheduled for the development of the BALC, it became a high priority of the Director, the Advisory Board, and the Board of Directors to engage the Center in programs aimed at increasing the competencies of learning facilitators.

In each school district this priority was carried out through existing staff development facilities and programs. These programs have been interdependent with BALC in their development. In Berkeley, programs were carried out through the Staff Development Center; in Oakland through the Student and Teacher Access to Resources and Training (START) Center; and in San Francisco through the Teacher Learning Center (TLC). Each Center has a different approach to its staff development problems, and therefore each Center had something unique to share with other District staffs.

The Director spent a significant portion of his time in consultation with the staff of each of these Centers and in developing with them the

programs and activities to be funded by BALC. Through planning together the BALC Director learned what programs were already operating, how they could be developed to serve other districts, and what common needs could be met through the initiation of new BALC programs.

Information was gathered, through consultations, to enable the Director to allocate funds that were needed immediately for summer programs in each of the three Centers. In addition, each school district provided the BALC with an assessment of its staff development needs. These needs assessments became the basis for planning how portions of the BALC budget would be allocated in the region to assure staff growth and student learning.

Project Goals

The following Project goals have been established by teachers, administrators, the community and students.

1. To establish communication among the Board of Directors, Advisory Board, and Program Directors and Coordinators in order to develop collaborative programs

2. To encourage interdistrict participation, on a regular basis, by staff members (Berkeley, Oakland, and San Francisco) in as many BALC activities as desired at either, or both, of the Staff Development Centers (Teacher Learning Center in San Francisco and START Center in Oakland)

3. To minimize the duplication of services in the three districts

4. To foster the cooperative involvement of parents, classroom teachers, supportive district staff (administrators, auxiliary personnel, skilled specialists, paraprofessionals, volunteers, etc.) in program development to meet the needs of each district, school, and pupil

5. To maximize the mileage received from innovative resources and to conserve available fiscal resources

6. To develop a staff development model that can be replicated in other areas of the State and Nation.

Governance of the Center

The Bay Area Learning Center is unique and different in its method of governance. The unique quality is found in the governance design that allows the consumer to participate in determining how the product will be

produced. The BALC's governance procedures have been so organized as to provide opportunities for the community, educational personnel, and students to be involved in determining the nature of major staff development components within the tri-district complex.

Advisory Board.--The programmatic involvement of the consumer has its genesis in the activities of the Bay Area Learning Center's Advisory Board. The Advisory Board consists of three representatives from each school district, who are appointed by the Superintendent of the respective district. The Board maintains an ethnic balance reflective of the ethnic composition of the Tri-District Consortium. In addition, the Board is balanced to reflect community, student teacher, and administrative concerns.

Just as BALC serves as a coordinating umbrella for tri-district staff development activities, the advisory Board serves as a screening umbrella for BALC involvements. The Board is primarily responsible for:

1. Participating in quarterly meetings, and at other times as determined by the board
2. Participating in the development of the overall project design
3. Assisting with the preparation of the annual budget
4. Monitoring the progress of the program
5. Monitoring the budget as it relates to program development
6. Formulating overall project goals and objectives
7. Reflecting the concerns of the various segments of the communities
8. Recommending changes to the Board of Directors.

Programs originate with the Advisory Board and recommendations for changes are then made to the Project Director, who is responsible for transmitting and interpreting the recommendations of the Advisory Board to the Board of Directors. All recommendations for change are based upon a dual needs assessment. First, each school district conducts a needs assessment query on a yearly basis. The district-initiated assessments range from special projects, such as programs conducted under the provisions of ESEA Title I and California's Senate Bill 90, to total district assessments. Second, BALC conducts an ongoing needs assessment as part of a regular evaluation procedure submitted to participants.

Board of Directors.--The Board of Directors consists of the Superintendents of the three school districts and the Director of the Bay Area

Learning Center. Originally this body was to meet together 4 times a year. In the past 2 years, however, the Superintendents have actually met on 4 different occasions to consider the recommendations made by the Advisory Board and to deal with other collaborative matters. In the absence of formal meetings, there is a constant flow of communication by telephone or memos between the Project Director and the Superintendents.

The success of the tri-district collaboration rests heavily upon the commitment of the top echelon administrators. BALC has been fortunate because this commitment has characterized the behavior of the superintendents and their support staffs. Their support includes, among other things, accepting recommendations from the Community Board to making available district personnel and facilities to assure the successful implementation of various training phases.

Oakland's Board of Education.--The Oakland Board of Education serves as the Local Authority (LEA) for the project. Oakland, therefore, is both legally and programmatically responsible for the approval of recommendations from the Advisory Board and the Board of Directors. These recommendations are screened through the fiscal and programmatic procedures of the Oakland Unified School District. All programs presented to Oakland's Board of Education are reviewed by the Superintendent's Cabinet. This in effect could be misconstrued by some as giving Oakland's Cabinet veto power over the joint decisions of the three Superintendents of School. Legally this fact exists. However, it must be remembered that Oakland's Superintendent serves as one of the members of the Board of Directors, thus providing fiscal and programmatic support for the consortium. Nevertheless, the ultimate decisions relative to the existence of the Bay Area Learning Center are made by Oakland's Board of Education. Naturally this legal authority gives rise to certain concerns on the part of the other districts, but the Project has handled them successfully. BALC has initiated three types of involvements with these districts as follows:

1. The Oakland Board of Education enters into contracts for specified services within the collaborating school districts.

2. The BALC central administration provides instructional supplies and consultants directly out of Oakland Public School accounts with the maximum amount allowable for each category specified in a contract entered into between Oakland and the respective school district.

3. BALC conducts a number of tri-district operations coordinated and supervised by the Project's central staff. All non-Oakland employees, or community people, are reimbursed for their services through the signing of individual agreements and are paid from the accounts of the Oakland Unified School District. This arrangement provides the necessary freedom to the BALC staff to use the

services of tri-district personnel in staff development activities.

Project Director.--It was the original intent of the Planning Advisory Committee and the Management Support Group that the Director of the Project should serve at the level of Superintendent of Schools. However, there are no legal provisions for the creation of this office within the framework of the California State Education Code. Nevertheless, the Director does communicate at this level as a member of the Board of Directors of the Project. The Project Director's salary was originally established at the approximate level of the lowest paid superintendent of the consortium, which placed him on the fourth step of Oakland's Associate Superintendents' salary schedule. The Project Director is responsible for the overall supervision of the total project, including office management, coordinating the Board of Directors and Advisory Board meetings, preparing and supervising the budget, and supervising any other aspect of the program including needs assessments and evaluations.

Assistant Project Director.--The Assistant Project Director is primarily responsible for program development and the supervision of evaluation.

BALC Staff and Meetings.--The central office of the project is located in the administration building of the Oakland Unified School District. The main office staff consists of a Project Director and two secretaries. Recently, Raymond College, of the University of the Pacific located in Stockton, California, provided the project with a full time student administrative assistant. The student assistant will remain with BALC for one semester.

Their Centers and one subproject are partially, or fully, supported by BALC. They are the Berkeley Unified School District's Staff Development Center (SDC), San Francisco Unified School District's Teacher Learning Center (TLC), Oakland Unified School District's Student Teacher Access to Resources and Training Center (START Center). The subproject is the Shelter Institute located in San Francisco, a private subcontractor. One or more representatives from these Centers and the subproject participate in regularly scheduled BALC staff meetings.

BALC funds the full salary for one coordinator of each of the three Centers. In addition, BALC funds the staff development activities of Shelter Institute with funds secured from a private grant administered by the LEA.

Staff meetings are conducted by the Director, or the Assistant Director, of the BALC Project. The staff meetings provide a major collaborative opportunity for:

1. Tri-District interaction

2. The elimination of duplicate training activities

among the various projects and other departments within the tri-district consortium

3. Updating of staff development activities in progress in the various districts

4. The BALC staff to provide technical assistance to the Centers

5. The identification of outstanding educational leaders among the consortium, such as successful classroom teachers, administrators, higher education specialists, and community representatives, capable of sharing promising educational practices developed within the local setting.

Programs

During the fiscal year 1974-75, the Bay Area Learning Center assisted with or conducted staff development activities in the following locations:

1. Berkeley Unified School District's Staff Development Center

2. Oakland Unified School District's Student Teacher Access to Resources and Training Center

3. San Francisco Unified School District's Teacher Learning Center

4. Shelter Institute.

The Bay Area Learning Center also conducted or assisted with the following innovative programs:

1. The community as an Educational Resource, Tri-District

2. Early Childhood Education Inservice Project, Tri-District

3. Special Education Inservice Project, Tri-District

4. Administrators' Seminars, Tri-District

5. Multi-Cultural Education Program Development, Tri-District

6. Summer Inservice Institute, 1974, Tri-District

7. Summer Inservice Institute, 1975, Tri-District

8. A Bachelor of Arts Degree Program in conjunction with California State University at Hayward

9. A Master of Arts Degree Program in conjunction with the Institute for Professional Development and the University of San Francisco

The characteristics of each of the foregoing site activities and some problems will now be considered.

Berkeley Unified School District's Staff Development Center.--The SDC is an integral part of the staff development program of the Berkeley Unified School District. It is included in the District's Organizational Chart and placed under the supervision of the Assistant Superintendent of Schools in charge of instruction. BALC's relationship with SDC is legally determined by contractual arrangements entered into between the LEA and Berkeley.

The contractual arrangements are significant in that they provide a legal basis for fiscal resources to be shared by the districts, and indicate a minimum level of commitment to BALC. However, the significance of the acceptance of the BALC concept by the Berkeley administrative staff is far greater than the acceptance of a basic contract, for the effectiveness of a program is determined largely by the commitment of the implementers.

The district identifies its staff development needs and relays them to the Staff Development Center. The Bay Area Learning Center is in a pivotal position to call on the resources of the tri-district consortium, and other resources, to provide technical assistance to the SDC. Such resources are available through the Counties' Office of Education, State Department of Education, Institutions of Higher Education, BALC subcontractors, and other tri-district personnel or community consultants. This kind of collaboration occurs within most of the BALC's programs.

The Staff Development Center is housed in the Central Administration Building of the Berkeley Public Schools. The core staff of the center consists of the Director, a Staff Associate Trainer, and one full time secretary funded by BALC. Each is a regular employee of the Berkeley Schools.

The Director of the Staff Development Center is a part-time employee of the school district who, additionally, serves as a lecturer for the University of California, Berkeley.

The Staff Associate Trainer is a full-time classified employee skilled in staff development techniques. The Staff Associate Trainer's skills were developed as a participant of SDC training. The very nature of the work assignment requires "in-house" development for this position.

SDC's programmatic thrust has evolved as the result of a complicated historical process. Since 1964, the Berkeley Unified School District has gone through radical changes. From 1964-1968, it was in a formal process of desegregation. Schools became racially and ethnically balanced, and pressure was applied to racially and ethnically balance the staff and

teachers of the district to correspond with the balance of the student population.

From 1968 to 1973, diversification, for the purpose of protecting the demands of pluralism, became the unspoken theme that pervaded the district. It was a time for finding other than white-middle-class ways of doing things. Alternative schools sprang up, experimental programs and special projects were developed. All operated with autonomy. New "tribalisms" developed. Task forces were created to study fractionating issues.

On the other side, after desegregation, and with a concern for pluralism, standardized test scores improved for all ethnic groups. However, in the midst of the turn toward diversity came mistrust between teachers and administrators, parents and schools, students and teachers; and between teachers, administrators, parents, and directors, on the one hand, and the central administration on the other. Conflicts, long suppressed by separation and isolation, surfaced. This mistrust and friction mitigated against the realization of the district goals:

1. The achievement of a year's growth for a year's attendance for all children, and particularly minority children who were underachieving

2. The eradication of institutional racism.

In the spring of 1972, a new theme began to emerge. There was a need for cooperation and support as a corollary of diversity. An emphais on diversity had allowed relationships to become lonely and disconnected from interdependency. Support for exchanging one's creative ideas was hard to come by, and this exclusiveness blunted the pursuit of one's own professional growth and development. The need for cooperation and support encompassed the district as an organization, as well as individual members of a staff.

This problem was attacked by the Staff Development Center. Representatives of the district's diverse organizations met at the invitation of the Staff Development Center. They participated in workshops concentrating on media as a tool for observing behavior. They also explored ways that the organization and the individual could maintain and enhance their diversity. The unspoken search was for common experiences and a common language and frame of reference all of which were necessary for building viable interdependent relationships. This sharing across lines of differences was necessary if the district itself were to become a "learning system" for staff development.

The representatives were eased into an acceptance of media, particularly video taping, and its use in exploring one's behavior. The response to this method grew in momentum, stimulating initial steps to implement a cooperative undertaking in staff training during the summer of 1972.

It was clear to the Staff Development Center that the central administration as well as site administrators and staff should be involved collaboratively in planning for professional development. To follow up this

insight an Organization Development strategy was combined with the individualized self-study strategy. The combining of these self-analytic procedures provided a method for attacking specific staff development needs. This method undergirded the theoretical position that cooperation and mutual support was needed as an adjunct to diversity, if the latter were to be a strength and not a threat to the larger organization.

Stated in the ethos of the present, it is important to recognize that too much ingroup spirit, consensus, and over-commitment to alternative schools, or subsystem goals is destructive of the larger, district-wide objectives. There is need to be complex; to learn to protect and keep the positives of ethnicity, allegiances, and unique identities while at the same time protecting and preserving the cohesiveness and security to be gained from the larger organizational objectives. A staff development program must reconcile subsystems and system goals.

Top management must model behavior. It is imperative that top level management be a cohesive and effective group, setting the pace for shared decision making, joint problem solving, group practices in conflict intervention and other such team-building skills. Such cooperative behavior and matrices of relationships are best supported by an understanding of each other's problems, concerns, and strengths, and by a structure fostering a joint decision-making process, rather than an autocratic line of authority reaching down from the Board of Education. An overall priority of objectives and accompanying strategies and activities must be formulated. There must also be shared understanding of barriers that prevent work within and between the district and its community members. A viable training program must reckon with the multilevels of the bureaucracy of both the district organization and its community.

Site administrators and their staffs need to learn how to promote and monitor their own professional and personal growth. They need to learn how to observe their own behavior as a way of engaging in self-study, self-evaluation, and self-correction. A self-improvement program, using the reflective methods of self-analysis via media, was decided on as most productive for the present culture of the Berkeley Unified School District as it moved from desegregation to cultural pluralism, forward toward integration and beyond. The Staff Development program centered on individuals as their own best consultants.

School people on site need to learn how to free each other to risk new ideas and changes coming in from the rich, diversified environments from Berkeley's alternative schools and from outside. They need to learn to support each other through mishaps in failure as well as success. They need to open up educational decision making and teaching to include parents and students as well as educators.

In an effort to meet these needs the Staff Development Center trained a cadre of organizational specialists whose responsibilities are to assist in reducing restraints. Additionally, a cadre of staff associates were trained to teach media-self-analysis techniques. All Berkeley staff members associated with the project are totally funded by the district unless otherwise indicated.

Student and Teacher Access to Resources and Training (START Center) Oakland Unified School District.--In 1970, Oakland began its transition from a highly centralized system to a regionalized system, each region having a large measure of autonomy. This transition has not been completed, but each year progress is made. It began by dividing the district into three regions headed by Regional Associate Superintendents.

This reorganization entailed a new emphasis on the responsibility of site administrators for the physical, educational, and emotional environments of their schools. It became the responsibility of each site administrator, in conjunction with the staff and community, to define and allocate resources to meet the needs of the school.

The transition was not easy. Although Oakland had not desegregated its schools, desegregation was occurring due to shifting housing patterns. The increased multicultural diversity within the district forced teachers to seek "other ways" of facilitating the educative process. Thus under decentralization both administrators and teachers were seeking assistance through alternative leadership approaches.

Improving individual teacher and administrator skills designed to cope with the conventional problems of the district was not sufficient. In addition, there was a demand for new ways of supporting staff, for providing ways to develop skills required by changes and for encouraging the staff to design and initiate their own growth. Thus when Laney College owned by the Oakland Unified School District became available, a task force recommended it could best be used as a multiresource center for continuing development of teachers and administrators. Although its use by the community and students has been encouraged, it has been used primarily by teachers, instructional assistants, parents, and administrators.

This facility is now known as the START Center. It is managed by a team of consultants who are full-time employees of the district. The Bay Area Learning Center funds one full-time position in the START Center. This position is filled by a classified employee who works under the direct supervision of the Co-Managers of START.

BALC is intricately interwoven into the staff development fiber of the tri-district consortium. It cannot and should not stand alone, nor do the three major teacher centers (SDC, START, and TLC) effectively function without the support of the consortium. BALC depends upon the fiscal support of the districts to provide facilities, and the fiscal support of district staff to assist with the teacher centers.

Although START collaborates with BALC in the development of its programs, not all of the programs are funded by BALC. Some originate from within the Oakland district and are funded by the district. Some come from outside sources such as courses provided by the California State University at Hayward, Merritt College and Holy Names College.

The START Center is now engaged in the following programs: the Teacher Shelter, an activity formerly located in San Francisco and identified as the Teacher Active Learning Center; Guided Self-Analysis; Leadership Labs

for Administrators, and an ongoing Teacher Emphasis Series. These programs are partially or totally funded by the Bay Area Learning Center.

Moreover, the district's Media Center, a pre-school program, a curriculum display section, the Art Magnet for kindergarten through third grade, and the Renaissance School for seventh through the tenth grade are all housed in the START Center. The Co-Managers also assist with a third alternative school located at the Junior Center of Arts and Sciences known as the Mosswood School. This model provides a complete educational program for pupils in Grades 4 through 6.

Needs assessment is an ongoing process with the START Center staff. Each program is preceded by needs assessment questionnaires that are concise and simple. They permit the participant to identify his needs, and the START Center staff provides training opportunities. When applicable the needs assessments are made on a tri-district basis. Some activities are open to tri-district personnel, and others are exclusively for the Oakland district.

Teacher Learning Center--San Francisco Unified School District.--Change has been occurring in the San Francisco Unified School District at an increasing rate. It began dramatically in 1970 when the district began to desegregate 12 of its elementary schools. Many of its teachers found themselves unprepared to teach in multi-ethnic classrooms.

During this time the district entered a regionalization program aimed at decentralizing the decision-making powers and the responsibility for facilitating student learning. Regionalization was partially implemented to share decision making with the community. It was a response to claims by the press and members of the community that the majority of students were scoring below both grade levels and national norms, and that decisions and plans needed to be developed to change this pattern. It was hoped that regionalization would enable those closest to the school's operations, i.e., site administrators and teachers, to solve whatever problems were relevant to these criticisms.

With the beginning of desegregation in 1970 teachers developed themselves into "A Teacher Council" with a teacher-selected member representing each school involved. The teachers were concerned that they would not be ready to meet the challenged stimulated by the changes within the district. Out of the activities of the Teachers' Council grew the concept of the Teacher Learning Center.

The Center was housed in a three-room structure until September 1972. At this time the Emergency School Assistance Program provided funds for the Center to relocate in an industrial building providing more than 11,000 square feet of space. The warehouse-looking space was transformed by the staff into the Teacher Learning Center. Teachers internalized the basic concept of the Center and shared ownership in the total process.

The Center Director, who was a former teacher, principal, and district curriculum specialist, and 5 additional certificated employees are funded

by the San Francisco Unified School District. The Bay Area Learning Center funds one full-time coordinator of the three district programs. She is a regular certificated employee of this district and is housed at the Center.

As with Berkeley's Staff Development Center, the Oakland Board of Education has entered into contractual arrangements with the Teacher Learning Center. The contractual arrangements specify minimum support and involvement levels between BALC and the Teacher Learning Center. The real relationship is expressed in the spirit of cooperation within all facets of the district.

Needs assessment and evaluation usually occur in one operation. Each participant in the Teacher Learning Center activities is encouraged to complete a simple needs assessment evaluation form following each training occurrence. The forms are tabulated by the staff and used as a basis for providing additional training programs.

Trainees now include paraprofessionals, teachers, parents, and students. The students are involved as learners in many classroom situations used for demonstration purposes. BALC programs are clearly identifiable and visible in the Teacher Learning Center operation. BALC furnishes funds for consultants some of whom are teachers and some are instructors from local institutions of higher education.

Some institutions of higher education insist on their preservice trainees being involved in the activities of the Center. The difficulty in meeting this demand stems from the fact that there is usually a waiting list of both district and tri-district personnel to be served.

Shelter Institute--Explorations in Educational Leadership.--This project is supported by funds supplied to the local education agency by the Carnegie Corporation of New York. The LEA entered into a contract with Shelter Institute to implement a training, research, and dissemination program for the preparation of high school principals in management skills.

The training portion of the project concentrates on problem identification in an attempt to assist the participating principals with the situations which they must confront in day-to-day management. Some of the problems identified by the project, in collaboration with the principals, are not easily or immediately solved. They are manifestations of larger social, economic, and political urban ills. However, it is possible to design, or devise, strategies that can reduce the intensity of these problems and improve the general condition of the schools. While working on a one-to-one basis with principals to solve or reduce critical problems, the staff employs a task oriented approach to extend and improve their skills in each of four other areas: executive effectiveness, social and political skills, information acquisition and utilization, and leadership.

During the initial period, the core staff serves as training consultants to help the participating principals to identify problems, to clarify and prioritize their management tasks, and to identify and utilize resources inside and outside of the school system in public and private institutions. The ultimate aim of the project staff is to utilize peer training. The

first group of principals enabled school systems to develop ongoing management training programs independent of external support. Participation in this program has been confined thus far to secondary school administrators.

BALC's Innovative Programs--Tri-District.--Although several programs have been mentioned under the category of BALC innovative programs, tri-district, this discussion will be limited to three of the programs, as follows: Administrators' Seminars, Special Education Inservice Project, and the Summer Inservice Institute.

In the early fall an invitation was extended to top echelon tri-district administrators to participate in a "think Tank" session with the BALC central staff. The intent of the BALC staff was to have the group of administrators discuss the staff development needs of the districts and methods of meeting these needs through the innovative programs. The group followed objectives of the session, including the development of plans for administrators' training seminars and the identification of appropriate personnel within the districts to provide leadership for the other innovative programs. However, the associate superintendents insisted on their own involvement, as trainees, along with their principals and other support staff members.

Presently the administrative seminars are being conducted within the consortium. Their agendas include such subjects as time management, organizational strategies, value clarification, and political realities.

Usually the consultants who conduct the sessions come from within the tri-district consortium or from local institutions of higher education. The human resources for meeting the needs of the administrators exist within the population served.

We turn now to the Special Education project. The Committee for this project began its work with the aid of the results of a needs assessment. This assessment had been prepared and circulated in each of the three districts by the Special Education Department of the San Francisco Unified School District preceding the close of the previous school year.

The results of the needs assessment indicated that the majority of the tri-district special education personnel had a keen interest in receiving information about California's recently adopted Master Plan for Special Education. The committee planned for four Saturday morning training sessions at the rate of one per month. Two institutions of higher education provided college credit for participants who completed the training.

Immediately following each training session, the planning committee reconvened to evaluate the session and to study the written recommendations made by the participants relative to the nature of the next class. All of the trainers come from local schools, the State Department of Education, various California County Departments of Education, and members of California's Mater Plan for Special Education Committee. Their selection was the direct result of the recommendations of the participants.

The Special Education "Labs," as they are called by the participants, are produced by the Bay Area Learning Center and directed by the tri-district Special Education Departments. The three school districts collaborated with the help of BALC in pooling their combined resources to develop a methodology to more effectively facilitate learning in special education.

Incentives

Most staff development programs are plagued with the problem of getting potential participants involved in training procedures. BALC has found that the most effective way of approaching this problem is to involve participants in planning. This generates a feeling of ownership of the program. In addition, BALC provides opportunities for professional growth credits within the respective school districts, and college or university credit when appropriate. The majority of the trainers for the project are local people who are compensated at an appropriate level of funding. This method of compensation is also a type of incentive to those within the consortium.

Conclusions and Recommendations

The Bay Area Learning Center is reaching its goals:

1. It has established a collaborative process, and its feedback indicates that teachers feel their students profit academically from the training.

2. The three Centers have devised a way of individualizing training procedures for teachers, paraprofessionals, parents, and administrators based on needs assessment.

3. The resources of the three urban school districts have been effectively brought together to solve their problems.

4. The organizational design of the BALC Project has provided collaborative procedure by which the goals of each district can be met.

Bay Area Learning Center

This report was prepared from materials developed by various individuals who have contributed numerous writings relative to the project.

- Dr. John Favors, Director of the Bay Area Learning Center.

- Gwendolyn P. DeBow, Assistant Director of the Bay Area Learning Center.

- Rogers Carrington, special writer for the Bay Area Learning Center.

- Dr. Marie Fielder, Director of the Staff Development Center of the Berkeley Unified School District, a subdivision of the Bay Area Learning Center.

- Mrs. Betty McNamara, Director of the Teacher Learning Center, San Francisco Unified School District, a subdivision of the Bay Area Learning Center.

- Mr. Jerry Kindred, Director of Shelter Institute, an external subcontractor of the Bay Area Learning Center.

- Mr. Stanley Cohen and Mr. Kenneth Matheson, Co-Managers of the START Center.

- Mrs. Jane Criner, Special Educational Services, San Francisco Unified School District.

VII: THE INFORMAL WORK PLACE: AN APPROACH TO TEACHERS' CENTERS

Kathleen Devaney
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Research and Development

Since Sputnik and the Supreme Court desegregation decision, most reforms in public schooling have implied, if not required, a more professional role for the teacher. This role involves not only a wider and deeper command of subject matter--math, geography, languages, physics, natural science, linguistics--but a quite new responsibility on the part of the teacher to remain a student not only of the subject matter but of the children who are taught. This responsibility involves discovering how different children learn. It is not just that some learn more slowly, and some more quickly, but that each student brings a unique background, a blend of home preparation and support, of idiosyncratic learning style, interests, talents, and available knowledge. The teacher's responsibility then extend to attempting to use the student's background and interests, as well as his knowledge, to motivate and facilitate his learning. Thus, along with integration mandates, teachers now encounter demands for intellectualization of subject matter and for individualization of instruction. These three imperatives, interlocking and implicit in most of the reforms of the past 20 years, are now beginning to shape the curriculum for the college preparation of would-be teachers and the criteria for State certification of teachers. These new demands on teachers underlie the organized teacher associations' demands for more professional pay and status for teachers, while inability to meet these demands constitute an underlying reason for citizen complaints against the public school.

Because declining numbers of students and jobs for teachers result in a diminished, frequently discouraged, and aging teacher force, efforts to bring about integration, intellectualization, and individualization in the public schools increasingly depend on refreshing the education of tenured teachers through programs of inservice education or "staff development." The development needed is not simply development of the person who's teaching, but growth and change in the job itself--opening it up, in a sense, to new instructional content, strategies, and stances towards co-workers and kids. There is an alternative to such refreshment and development of the teacher and the teaching job: it is to tighten up and to define the teaching act more narrowly and technically as the "delivery" to the student of specified items of content for which the teacher is "accountable."

Teachers' centers flow from teachers', administrators', and college professors' efforts to upgrade and refresh teaching performance by opening rather than tightening the teacher's role. This approach to improving teaching practice is not universally endorsed, and may not be appropriate in all places and situations. But it seems essential for concerned parents

and policy makers to understand that wherever new social mandates are placed on the public schools, and whenever the institutions of society are in flux--witness television overtaking the influence of family and church--the teacher's job conditions, tasks, and relationships inevitably change, and a new structure for the job itself must be anticipated and facilitated.

Over the past 10 years a nationwide group of American educators has developed the idea of a small, informal, sometimes independent, sometimes district- or university-sponsored work place where elementary teachers come, on their own initiative, to work on curriculum for their own classrooms. They work with the help of practical-minded professors or master teachers and with each other, largely in the spirit of colleagues exchanging rather than experts training.

About 100 entities across the country loosely fit this definition. I dub them "teachers' centers," emphasizing the possessive in order to connote largely voluntary (though often on school district released time) self-programming by teachers as they seek what they need and share what they do well. In the following pages I will detail some of the origins, aspects and attributes of teachers' centers which, in the minds of those who run them and the teachers who use them, set these centers apart from--and make them better than--conventional inservice programs. Then I will touch on challenges that the Federal program presents to the grassroots-evolved teachers' centers. Finally, I will suggest some problems and principles derived from teachers' centers' experience that may be instructive for persons concerned with the design of program and policy for new teacher centers to be funded by the Federal Government.

What Goes On in a Teachers' Center

But first, what does a teachers' center look like? What goes on there? A typical teachers' center does not exist, because each center embodies unique resources and attempts to fulfill unique needs. Some centers serve whole school districts, a few serve several districts, others just one school zone or one building. Some centers charge fees or sell memberships, some have Federal categorical funding, many are built at least partially into school district budgets. Some centers are general in subject matter focus, some concentrate on a single subject such as math. Some are characterized less by their place than by their staff--advisors or resource teachers who work in a nonsupervisory style at a teacher's request to enrich classroom curriculum or instructional repertoire. A composite center might be sketched as follows:

> Origin.--Started in 1970 in a subdistrict of a big city in its first year of desegregation to help teachers in 10 elementary schools revise and invent curriculum appropriate for minority group children.
>
> Setting.--Several classrooms of an old school closed as a fire trap.

Facilities.--Workroom for teachers to copy individualized lesson cards and learning games from displays of curriculum ideas that have worked for other teachers; carpentry shop where teachers learn to make their own math and science "concrete-manipulative" materials, and to construct wood or triwall cardboard bookshelves, cubbies, workbenches for children in informal classrooms; plants and small animals in habitats to take into the classroom, darkroom for developing teachers' and children's photographs; potter's wheel, clay, and kiln; kitchen and lounge, furnished with hand-me-downs, for teachers' informal talk, organized discussions or seminars, and counseling with staff; library of adults' and children's books, curriculum materials; and storeroom of industrial scrounge materials, selected by an educator for their potential educational uses.

Program.--Workshops presenting science, math, crafts, cooking, reading, social studies, art, music, drama and other elementary curriculum in a style that maximizes active, hands-on participation by teachers; allows them to learn new concepts at their own, adult level; and to experience again how it feels to tackle new learning. (African and Mexican cultural patterns, arts, and artifacts are emphasized in many of these workshops, and teachers make materials to take to their own classrooms.) Seminars initiated by teachers on classroom management; on ways that children's thinking differs from that of adults.

Staff.--Two full-time and three part-time master teachers. One full-time and one part-time secretary. Occasional consultants (including teachers acting as workshop instructors). Director is a former professor of early childhood education involved in "active-learning, discovery" curriculum development projects. Besides teaching workshops and providing informal counseling in the center, staff members work as "advisors" in classrooms of participants who ask them to assist. They make repeated visits over an extended period and give critical but nonofficial evaluation of the teacher's work in a troublesome subject area or with particular children. Advisors "model" a different way to teach difficult kids; suggest more appropriate or varied curriculum materials; help rearrange the classroom--all the while providing constructive criticism about a teacher's felt inadequacy, which the teacher can accept because it comes from a trusted co-worker, not an evaluative supervisor.

Decision Making.--Advisory board of teachers, one from each building served, helps voice teachers' needs to the center's staff. The board suggests programs and

recruits teachers to the center. A member of the advisory board wrote her first impression: "My God! Teachers actually in charge!" and her analysis of the board's duties: "To explore our roles as teachers, to take responsibility for improving the quality of teaching, to raise the consciousness of the staff of the schools. . . ."

Participation.--Free and voluntary. Teachers come after school and on Saturdays on their own time, as well as during minimum days. Courses for credit--such as a semester seminar on Piaget psychology--carry a fee. About half the elementary teachers in the school zone use the center several times a year and rally to support it before the board of education every year at budget time. Work in the center is accepted for salary advancement credit. The staff energetically promotes use of the center by principals with whole faculties, curriculum task forces, Title program staff trainers.

Finance.--Established with foundation funds which have now expired, the center is "institutionalized" but always vulnerable to budget cuts. Up to now the center has been rescued by parents' and teachers' politicking. There have never been funds for an objective evaluation of the center's effects on teachers.

How a Teachers' Center is Different From Inservice and Extension

No single description will fit even two centers, but all centers share elements in common, and all differ from conventional school district or university inservice and from familiar notions of curriculum resource/media centers. In the words of several directors of teachers' centers:

> We provide continuity of space and time, and a staff available to a teacher to work on an individualized problem, either in the teacher's school or in a separate place.
>
> The grad courses at the university are geared to advancing the teacher out of the classroom--becoming a reading specialist or "learning disabilities" specialist, or some sort of administrator. Teachers' centers are dedicated to helping teachers stay in the classroom and experience their work as important, stimulating, less fragmented, and less isolated. Instead of emphasizing specialties and separateness we try to nurture a whole approach toward teaching and help teachers collaborate with each other.

> We try to design a learning program for teachers that is nonthreatening, responsive, supportive but yet identifies major areas of concentration for the learning of the children in those teachers' classrooms. Without such concentration inservice is trivial: a few days a year; tips to brighten your classroom; fifty tricky treats to make on Halloween for all ethnic groups. It is unfortunate that in this country the problems in children's learning are not valued as matters for sustained adult effort, but are defined as matters requiring a quick delivery of "skills." A professional has to be able to identify with a serious, sustained endeavor. A teachers' center defines the study of children's learning as a serious, professional endeavor.

Teachers' centers come into existence to advocate and provide for professional growth based on the personality of the teacher and the reality of the classroom. Their programs are modest, pragmatic, sometimes makeshift, but nonetheless serious.

What Teachers Need

Teachers who talk about the value of a teachers' center express a need to "come in out of the cold"--the isolation, frustration, fear of supervisors' or co-workers' censure, and their own more chilling perception of failing to teach kids. They crave warmth. Teachers using teachers' centers say they need more local, practical, and profound lessons to use in the classroom, lessons connected to students' lives (not just future jobs); they demand concreteness and connection. And teachers in teachers' centers aspire to a self-aware, self-correcting, self-reflective kind of teaching: they need time for thought.

Warmth.--

> There is a feeling of warmth here, a feeling of companionship, of play. What teachers' centers have going for them is that there's no failure really. It's not a win-lose kind of environment.

Laymen dismiss or misread teachers' expressions of discouragement, stress, even anger, because we don't perceive that a major source of such feelings lies in the structure of the job itself. The American teacher's role was fashioned during the past hundred years to fit a work place in which students in one class stood at reasonably equal levels of achievement and had mastered one consistent style of learning, so that the teacher up front at the blackboard could "deliver" one prepackaged textbook lesson to the whole class. In the past 20 years, laws and coincident developments in American social institutions--home, church, mass media, business--have drastically changed society's demands upon the schools and thus have radically changed many public schools as work places. The teacher role

which most laymen are familiar with from their own schooling is functional now only in those classes which are able to preserve or return to "homogeneous grouping." In those schools where such instruction is not possible, teachers may feel unsupported and ill-equipped to do the job society expects. Daily stress may make them inept, defensive, drained. In such conditions, teachers' centers set their first priority as reducing failure and infusing psychic and intellectual energy.

> It's a place you come to bounce ideas off people who are here. They're doing the same thing with you. You came kind of taking but all of a sudden you are giving. That has got to be one of the most important things going as far as teachers are concerned.

Concreteness and Connection.--In their ongoing emphasis on "concrete" curriculum materials, teachers' centers hark back to the voices in the curriculum development movement of the '60s who called for hands-on, "real-life," lesson material with which to teach the 3 R's, science, and social studies. These materials, easily adaptable to students of differing achievement levels, could be used with heterogeneous as well as homogeneous groups of students. Many teachers' centers are led by first- or second-generation leaders of those curriculum projects. These people still concentrate on inventing or adapting curriculum materials with teachers, and helping teachers make use of the potent learning experiences in nature, homes, and communities. In the teachers' centers' perspective, the curriculum development task is never-ending and must be teacher-involving, especially where there are schools operating under social mandates for desegregation, "mainstreaming" mentally retarded into regular classrooms, or with forms of mixed-ability grouping. Such mandates create a multiplicity of learning backgrounds and styles among students, which in turn demand that a teacher continually collect, adapt, or concoct new curriculum materials to fit particular children and to help children understand and value each other. Curriculum development for such classrooms must go hand in hand with inservice, and neither can properly be conceived only in terms of rejuvenative shots from experts.

It would be silly to maintain that all teachers are eager, self-renewing students of their profession and practiced inventors of custom-made curriculum. But the vast lot of teachers want to do their job better, and they understand that a successful lesson is not simply an expert's packet of subject matter, but a blend of subject matter, the student's learning status and style, and the teacher's teaching style. Teachers' centers show that it is not visionary to expect ordinary teachers to work hard and voluntarily, provided they can get help in revamping their own curriculum.

Time and Thought.--Teachers need supportive, constructively critical help in importing new ideas to their own classrooms. This almost always involves some adaptation or even substantial reinvention of the curriculum materials. "Innovation" and "individualization" take time to rethink the students' needs, the subject-matter content, and the teacher's capability.

> If I am, in fact, going to select appropriate pieces of curriculum to fit my own students, my basic need is to have a variety of resource people whose practical experience I can respect, and the ability to use one of those people not in a one-shot workshop but over time, in as much depth as I am ready for. It takes more than two days or a weekend or a month to put together curriculum. You have to use resources, reflect upon what happens then with kids, and go back and revamp what you're doing.
>
> Teachers' centers--or any staff development--must eventually take teachers to a state of development where they see the teaching act itself as a source of knowledge. After a teacher has done these 472 activities, how does she abstract the key to them so she can create or adapt her own activities? If she doesn't get a theory she has to have 472 new activities. If you're going to be a teaching professional, you have to learn to extend, modify, reconstruct, and create your own activities.

Ingredients of Successful Innovations.--Teachers' centers' experience over the past 5 to 7 years has been so varied that it cannot be said to constitute a full-fledged model for a new form of inservice. Not all centers have been able to step beyond the stage of offering warmth and concreteness. In no case has funding been sufficient or sustained enough to mount a thoroughgoing evaluation of the effects on teachers of a program combining warmth, concreteness, and thoughtfulness over time. Very few centers have had substantial experience with secondary teachers. The compelling evidence about teachers' centers thus is not where they have gotten to--hard data about effects on teachers; but rather where they are coming from--the opposite direction from conventional inservice, which teachers deride even under its new moniker of "staff development."

> "Staff development!" That's a dirty word. If it weren't mandated we wouldn't do it, and when they pull the funding it's gonna go.

Why does it so often happen that "when they pull the funding" the imported innovation disappears? Because teachers can't learn or don't care? The Rand Corporation says no. Looking at the difference between Federal change agent projects that have disappeared and those that have lasted, Rand investigators found common ingredients of successful projects that seem very close to the ingredients of teachers' centers. The successful change projects incorporated a stance of support for teachers that lowered their defensiveness against change. The successful projects emphasized local invention rather than implementation of "validated products" or "planned interventions." From "day one," these projects were planned with teachers as collaborators rather than targets. Highly committed, energetic, local leaders were involved rather than outside experts. The successful innovations were not simple, but complex and demanding and possessed intellectual-philosophical coherence.[1]

The one ingredient of the successful change agent projects which Rand stipulates but which many teachers' centers do not yet exemplify is "critical mass"--a sufficient body of participants to make an impact on a school district and gain momentum. Gaining participants sufficient to constitute critical mass is a basic goal for most experienced teachers' centers now, even though it is extremely difficult to serve greater numbers when budget cuts have depleted center staffs. Thus they look with hope to the new Federal teacher center legislation.

Opportunity in the Teacher Center Law

If the legislation is an opportunity for teachers' centers, it is prerequisitely a challenge to them to collaborate with local school administrations.

> The major issue is: how can the teacher-involving, teacher-supporting, teacher-stretching centers relate to the local education agency and yet keep their integrity? A teachers' center staff that's outside the district can build up a high trust level with teachers, but that staff's influence within the system is the crux of how well most teachers can perform back in the classroom. The teachers' center has to be more than a place to come and get turned on by innovative materials. It must have some mechanisms for reaching the structure and the policies of the school system.

Collaboration with the school district means devising decision-making structures which are mutual but which preserve the program's independence and thus the credibility of the teachers' center staff with rank-and-file teachers. Joint policy making and the search for stronger incentives for teachers to participate will entail initiating or strengthening relationships with principals and other supervisory and planning staff in the district, and encouraging them to use the center as a resource for district-sponsored improvement projects. However, such collaboration cannot be at the risk of destroying the center's status as a place where it's safe for teachers to admit inadequacy and to experiment without fear of being evaluated.

Greater than the opportunity the law offers to a relatively small number of experienced teachers' centers who represent an alternative to conventional inservice is the challenge the law presents to inservice educators in school districts and colleges of education and to teacher associations determined to direct their members' inservice. Can they, as the law seems to allow and intend, rethink conventional inservice formats, program substance, needs assessment, incentives to teachers, and administration of program?

Teacher-Dominated Boards.--The law's provision for teachers to be in the majority on a center's supervisory board appears to constitute a

requirement that the teacher center should be independent from the line organization of the school district. However, something more is needed than a majority of properly representative and properly designated teachers acting independently. They must act wisely. What is learned in a teachers' center--as distinguished from what is taught--is largely controlled by what the participant teachers bring to the center. They bring their own time, ingenuity, perseverance; their teaching successes to build on and share; their willingness to risk learning something new and to pinpoint areas for individual improvement. Teachers who evidence previous investment of this kind in their own professional growth or local curriculum development are needed on the supervisory board, as well as in the group that initiates the funding proposal and plans the center program. Only that depth of experience can both generate an innovative program and verify its relevance to co-workers. And putting the teachers in charge of the center program will not greatly help if all the other curriculum and instruction aspects of the school system remain outside the center's influence.

Incentives.--Guaranteeing the new program's appeal is another policy matter. The clear intent of the law is to spur greatly increased numbers of teachers to renew their education. Yet this must be done without coercing and thus squelching the self-motivated. Teachers' center experience attests that teachers will volunteer for new study and extra work if they are convinced that these will improve their ability to reach their own students with a solid lesson, and if they feel that they are not working alone. Teachers' intrinsic aspirations for collegiality and professionalism are hidden resources that can be tapped. Yet, almost every discussion of teachers' centers as a model for federally supported inservice evokes a challenge as to what a center can do about "all those others": rank-and-file teachers whom the challenger characterizes as unwilling to improve.

Several incentives to such teachers need to materialize during the process of applying for and setting up a new teacher center: the central administration's clear message of priority for a new kind of inservice, teachers' obvious participation in program design; supervisory evaluators' deliberate separation from the learning process in the center.

Another elementary step to increase teachers' participation in a center without mandating it is to grant salary increment credits for center-based workshop series, supervised independent study in the center, participation in curriculum task forces, etc. Some States and school districts are examining their present schedules for granting salary increments (and some have changed credential renewal requirements) so as to reward only those courses and activities directly related to current or anticipated job responsibilities involving students, and to reward longevity only if it's accompanied by proof of continuing professional study.

The incentive that most observers believe is stronger than salary advancement credit--especially in districts where many teachers are already high on the scale--is the provision for participation in the center during the school day. Study on released time can be targeted to the teacher's job, can take place at a time of day when teachers are not exhausted from teaching, and can provide a morale-lifting change of pace and pooling of

group energy on a mutual problem. Now that local school district policy making is in flux, through diminishing funds, changing teacher roles, and new educational goals demanding fresh thinking and new rules making, it may be propitious to structure the new Federal teacher center program so as to stimulate States and school districts to support teachers' work in the teacher center during school time.

Needs Assessment.--Another policy matter implicit in the Federal teacher center law is deciding what the center should teach: the curriculum in the center must be worthy of the tax dollars invested in it. What do teachers need to learn in order to provide what kids need to learn? By and large, teachers' centers people believe it is simple to discover teachers' needs--but it takes time and close acquaintance. Most teachers know where they are inadequate and would acknowledge it and ask for assistance, if they were able to get help in a setting in which it was safe to admit weakness, in which the teacher was not prematurely evaluated, and in which time was not wasted on trivia. Comprehensive, technologically sophisticated needs assessment questionnaires seldom turn up new topics that could not be generated just as well by principals, resource teachers and consultants, teacher advisory groups, and by center staff's sensitivity to their participants and to which programs succeed and which flop. The essence of the teachers' center's alternative style and setting for teachers' learning is in convincing the learner of his potential and responsibility for growth. Thus center leaders keep eyes open for what teachers can do, and how that can be built upon to strengthen points of inadequacy.

The crucial element is not a diagnosis of deficiencies, for we have been identifying those for years and producing barrels of curriculum remedies which have not "taken." What is crucial in teachers' learning is conviction of capacity, possibility.

> The key to opening people to change is attitude, not information and skills. I can distill into ten pages what I think a teacher needs [in order] to teach reading. But before that, teachers must get a set of basic attitudes--how language is viewed, how reading is viewed. Attitudes are the crucial foundation that makes it possible to assimilate new skills. This is a Piagetian process, gradually developing. And the worst thing that can happen in this process is for teachers to be put in the position of defending what they are doing against your new ideas. They must have time to come around to a new view.

Scale and Pace.--Teachers' centers began slowly and on a small scale to experiment with a new mode for teachers' learning. But they had more than a new style; also a new strategy. They focused on the "reachables"--teachers who felt a sense of potential and who reached for change--and used their first successes to energize slower-to-kindle colleagues. If the first generation of teachers' center leaders could offer only one piece of advice to others starting new centers now, it would be: Begin right away, even on a limited basis, to be the change you want to make.

You can't legislate it, you can't force it, you have to work toward it. I'm more inclined to the snowball than the avalanche.

Non-Bureaucratic Specifications and Objectives

A "snowball strategy" implies non-bureaucratic specifications for the organization of a teachers' center.

1. Flexible and fast in response to teachers' daily requests, the center must be non-hierarchical in staff organization. The leadership which designs the program must be in day-to-day communication with individual rank-and-file teachers. Staff must be advisors, scouts for talent among teachers, brokers, and improvisers as well as instructors. A staff working so improvisationally should be in close communication with each other. Thus a small group--six to eight workshop instructors and advisors at maximum--may be more than a fiscal virtue; it may be a programmatic necessity. Limited size of staff, plus teachers' expectation of staff members' continuing, personalized assistance over an extended time, mean that the center may not be able to fulfill all the professional development needs of a large constituency of teachers. If it's comprehensive in program, then the center can serve only a limited constituency.

2. Defining its program offerings in terms of what participants give as well as what they take, the teachers' center must seek resources besides money. These include teachers' freely given time as well as district-paid released time; their volunteered advice and examples to fellow teachers as well as payment when they teach workshops.

3. Since the school district controls so many of the forces determining whether the teacher can apply what's learned in the center, teachers ought to be able to make common cause in a center with principals, curriculum supervisors, evaluators, parents. Therefore, eligibility for using the center should be broadly defined, and once there, participants' status should be equal.

4. If the center's purpose is to stimulate and support professional growth that stems from objective and earnest reflection about self-improvement, it has to set an example of thoughtful, careful growth. It can't spring full-fledged

from the planners' agendas, and mature in a year. Assessment of its effectiveness will have to be in terms of verifying individual teachers' improvement in classroom performance over time, not simply counting contact hours nor attempting to connect students' achievement test scores with teachers' participation in the center.

If a new inservice program were to apply the teachers' center strategy, organization, and pedagogical style with some critical but not overwhelming mass of teachers, it could reasonably expect to make good on at least two of the following objectives:

1. Energize teachers to invest themselves in new ideas and effort in return for receiving non-judgmental, practical but thought-provoking help, including colleagues' encouragement and exchanges.

2. Gain teachers' involvement in tailoring curriculum for their own classroom and students, using an expansive, beyond-the-classroom-walls definition of what are appropriate learning materials and experiences. Help teachers tie informal, student-appealing learning episodes to formal concepts and skills, so that students' experience of the wider community and natural environment as part of schoolwork are at a thinking level deeper than show-and-tell.

3. Refresh and sustain teachers with a new and constructive "staff developer," called an advisor, a master teacher whom the teacher invites into the classroom, not to supervise or evaluate or implement a particular program but over a period of time to problem-solve, bring new ideas, demonstrate an alternative teaching style, provoke and extend the teacher's thought.

4. Transcend role boundaries so that principals and supervisors and parents plan for instructional improvement along with teachers in a nonjudgmental collaborative environment.

These seem realizable goals in the light of the teachers' center experience I have sketched--given good luck in leadership and timing, good will among all parties, and the financial blessings of the Federal teacher center law.

The notion of teachers' centers has caught on in the United States as a response to widespread perceptions that the conventional inservice or college extension course cannot cope with the realities of most teachers' daily work, and does not capitalize on the talent and energy teachers can give each other. The teachers' center concept is still in development, being

influenced by the experience of teachers' centers in England and other countries, but mostly by the exigencies of local school districts' needs and resources and by the talents and energies of center leadership.

During the period of development, practitioners in this group of teachers' centers have forged a national informal communications network through which they exchange ideas, experience, curriculum, advice, and staff talents. The Teachers' Centers Exchange at the Far West Laboratory is supported by the National Institute of Education (School Capacity for Problem Solving Group) as an information, referral and facilitation center for this network of teachers' centers. N.I.E.'s purpose is to conduct research on the operation of an informal, mutual-sharing network based on common premises and purposes, as a means of disseminating new practices in education. Since October 1975 the Teachers' Centers Exchange staff has experienced a heavy increase in inquiries and has responded personally to all inquirers, usually by putting them in touch with experienced teachers' centers. The Exchange publishes information which emphasizes the activities, premises, and purposes characteristic of teachers' centers; sponsors conferences to improve practice in existing centers; and administers a program of mini-awards making possible mutual assistance among centers' personnel, and technical assistance to new centers by experienced teachers' center practitioners.

The Office of Education program for teacher centers will have profound influence on further development of the concept of teachers' centers which has been elucidated. Organizations funded by the Office of Education will not necessarily subscribe to carry out the activities which have characterized this group of teachers' centers--activities of opening up, concretely supporting, experimenting with, and professionalizing the teacher's role--or these centers' beliefs that the spring of learning flows from within the learner and that the artful, intelligent teacher will shape the subject matter to go with that flow. Pressures to change those activities and beliefs in order to meet Federal expectations may be strong. Nevertheless, it is urgent to recall in the planning for the new program that nearly 25 years of Federal support for local schools has been dedicated to fostering integration, enhancing intellectual quality, and valuing personal individuality. No program which aims to guarantee these qualities for school children can get off the mark without providing them also for the children's teachers.

NOTE

1. Paul Berman and Milbrey Wallin McLaughlin, Federal Programs Supporting Educational Change, Vol. IV: The Findings in Review, R-1589/4-HEW, April 1975, Rand Corporation, Santa Monica, California.

VIII. THE TEACHER CENTER EXPERIENCE AROUND THE WORLD

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The teacher center, one of the most popular concepts in education since the 1960's, has been catching on in nations around the world. Several countries, in addition to the United States, are developing country-wide systems; many others are building program models in some of their most heavily populated areas. Centers can now be found on every continent but Antarctica, with the greatest number in North America, Europe, and Australia. The concept has become so important that one country has even gone on record as being opposed to teacher centers. These rapidly growing programs offer considerable potential for international sharing and improving intercultural understanding.

Although the first international conference* on teacher centers is now on the books and both the Organization for Economic and Cultural Development and the United Nations Educational, Scientific and Cultural Organization are beginning to develop plans for increased articulation and sharing of information about teacher centers and inservice programs, there are no existing comprehensive, worldwide surveys of the real extent of the concept's development. Further, there are very few in-depth overviews of centers for individual nations. During the last several years, there have been dozens of studies of centers in the United Kingdom, the United States, and Japan, but little detailed documentation exists for programs in other countries.

This short piece is in no way intended to present even a basic international summary of teacher center growth. It is intended only to introduce American educators to some of what is happening in other nations and to provide some additional perspective for U.S. teacher center developers. Because of a length restriction and a desire to include a representative cross-section of center elements, no attempt was made to characterize all of the nations with significant center movements for all of the categories covered. Each short section includes references from many publications, so it was decided to add a bibliography of the major sources used at the end of the chapter rather than to take up half of the

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*Co-sponsored by the University of Chicago, Ford Foundation, and the Organization for Economic & Cultural Development, in Chicago, Illinois, June 19-21, 1977. A report of the Conference will be published by the Ford Foundation.

alloted space with footnotes. All of the listed publications are available for study in the U.S. Office of Education's Teacher Center Resource Library.

Even skeptics will be pleased to know that no matter the continent or nation, the most numerous participant and type of instructor in teacher centers is the teacher. But, there are some differences from country to country regarding "who else" is involved. British clients, for example, have traditionally been teachers with a few centers encouraging attendance by administrators. As a result of a growing debate among parents, administrators, and teachers regarding curriculum content and priorities, community members are appearing at centers with increasing frequency. In addition to teachers, Japanese centers offer many programs for administrators and principals; higher education personnel attend in large numbers. Centers in Australia and New Zealand have teachers as their main clients, but actively seek community participation. In West Germany, where a high emphasis is given to relating training to research findings, programs almost always include a mix of school and university personnel. Italy's centers primarily serve school personnel, but some parents enroll in courses on school-family relations.

With the exception of the centers in Japan, which have been built to suit the exclusive purposes of centering, teacher centers throughout much of the world are generally located in abandoned buildings, unused school rooms, lofts, former military bases, old hotels, or wherever there is enough space to get a group of teachers together with a little extra area for some materials, limited equipment, and room to explore and experiment with some possible ways to improve instruction.

The Japanese centers are among the most prominent buildings on the urban landscape. They usually include laboratories, classrooms, audio-visual units, libraries, staff offices, and in several cases, planetariums and museums.

British center developers, in sharp contrast, have traditionally placed little emphasis on facilities and usually house their operations in aged, vintage buildings. Several of the Nation's more than 600 centers, however, approach the elaborateness of the Japanese complexes, and there are several regional facilities that provide services for a dozen or so smaller centers.

One of the few descriptions that can be found for Italian centers mirrored the typical U.S. continuing education building. In addition to classrooms, they include overnight accommodations, restaurants, bars, and other kinds of special facilities.

Australia's original National government grants to centers required the purchase of a permanent building for programs. Acquired properties run the full gamut of the now world-famous "normal" teacher-center facilities-range--abject hovels to "at least it's ours." In rural Australia, mobile units take the "center" into the bush country.

In almost all of the countries with noteworthy center development, there are at least several regional centers which are usually more elaborate than the average local center and well equipped with the latest in media innovations.

Although many differences exist in the range and emphasis of instructional programs, in most countries teacher centers were originally started to support major curricular dissemination or reform. In England the early stimulus for center development was sparked by the need to introduce the Nuffield projects in math and science into the schools. Japanese centers were launched because of an internal national interest in raising the quality of science education. In the mid-sixties, they were expanded to include other academic areas, such as languages and the social studies. In New Zealand training programs are strongly related to research findings, while in West Germany centers try to have it "both ways" by fostering grass roots support and local curriculum decision-making but also serving as dissemination outlets for innovative and validated products.

As part of a national effort to decentralize the control of school curricula, Australian centers encourage community participation and give high priority to needs identified at the school level. The Federal administration in many cases bypassed the State in their own program funding to encourage local option in subject matter choices. State-sponsored centers, although dealing with curriculum, have focused on the professional needs of teachers. Both Australia and New Zealand have experienced a great influx of immigrants which has stimulated considerable interest in multicultural education.

Moving from the earlier curriculum advocacy thrust, many of England's inner city centers, spend a great deal of time working with new teachers who feel they are not adequately prepared to face the urban classroom.

Sierra Leone's centers, reflecting an instructional approach that is common throughout much of Africa, emphasize training in the use of visual aids. They share the cost and use of media resources with schools located in their service area.

Committed to meeting the needs of individual teachers, Canadian centers are very diverse in their programming, including both a wide range of noncredit programs and equally varied inservice credit courses which build on preservice degree programs. The latter are often less structured than traditional credit courses and are designed to help participants to keep abreast of new curriculum developments.

Governing boards in Italy have called for a sound center program of research, academic courses, and self-training. In recent years there has been an attempt to move from the lecture method fo the "lecture-discussion-criticism-experiment approach."

All centers with teacher centers have a small number of special-focus programs which concentrate on one subject or educational approach; e.g., geography, open education, reading, special education, art.

No matter where they originate, all teacher centers seem to grapple with the timeless problem of how to develop the proper blend of theory and classroom experience. But most give highest priority to finding the mix that best satisfies teachers. There is also the equally difficult problem of determining how much centers should deal with the needs of individuals versus the need of the school system. (Unfortunately, an "either or" seems to prevail.)

It is important to point out that of all the characteristics of teacher centers, it appears, from a relatively superficial analysis of the literature, that the greatest differences between centers from country to country grow out of variation in curriculum philosophy and implementation.

Incentives for Participation

Japan seems to be well advanced in providing government financed, full-time experiences in teacher centers. Sabbaticals for center participation are available to many teachers each year. Involvement in center activities is voluntary in most countries covered in this survey. Japanese teachers are generally "required" to participate. A variety of subtle pressures may exist in other countries. In many, extensive center experience adds to a teacher's prestige.

In New Zealand, teachers are freed up for participation during regular school hours through the use of "relievers" who take over classes. Some credit courses are also linked to released time.

In the U.K., as in most of the rest of the world, teachers generally have to attend teacher center activities "after hours" in the evening or on weekends. Centers there include more social incentives than most and encourage informal discussion over an appropriate beverage.

Worldwide, teacher center participation is limited by factors which should sound familiar to U.S. educators: lack of interest, daily job demands, shortage of support for substitutes, doubt about program relevance, inadequate budgets, and the often too distant location of the "nearest center."

Staffing

Japanese centers are staffed by 40 to 80 full- and part-time administrators, researchers, technicians, and instructors. The diversity of staff permits teachers to pursue "both research and inservice objectives" while at the centers. Resources are marshalled to help teachers

to find answers to particular instructional problems. British center staffs, averaging three to five full-time persons, commonly include a "warden" (ironically, the director), clerical staff, and instructors. Many faculty work part-time with the center and hold down full-time teaching posts. Increasingly, teachers revolve in and out of centers in order to maintain a necessary classroom perspective. Although a partnership of responsibile agencies and groups is promoted, British centers are essentially controlled and staffed by teachers.

Australian program instructors are "teachers, principals, technical experts, and paraprofessionals." Many members of the community serve part-time.

Worldwide, teacher center faculty usually include teachers, administrators, supervisors, and college professors. The basic difference from traditional inservice programs is that all groups generally relate to center participant colleagues, and work together to find solutions to instructional problems that are identified by the participants.

Financing of Teacher Centers

Japanese funding is substantial and provided by all levels of government. Some money comes from private foundations. Australia is not far behind as support is given through both Federal and State grants: the former even includes capital costs. West Germany's experimental centers are supported by the national government. British funding comes from the Federal government, the local agency, and the School's Council. In most other countries, primary support comes from the national government.

Evaluation

This section does not have to be long. Centers worldwide are most often evaluated on the basis of teacher acceptance. Although there is high enthusiasm for the concept in all countries with centers, there is yet little "hard" evidence to show that teacher centers improve teaching.

Comprehensive study and documentation are essential to create a firmer support base for teacher centers, indeed for all of educational personnel development.

Conclusion and Recommendations

Even this brief examination of the literature shows that teacher centers across the world have a great deal in common. Their primary purpose, basic goals, curriculums, successes and problems are remarkably similar. The focus or substantive quality of programs may differ considerably, but "what goes on in centers" does not vary much from nation

to nation. And because the teacher center movement in most countries is as new as it is in the United States, centers are going through the same kinds of growing pains and are working their way through many of the same questions: What should centers do; how do they relate to existing teacher training programs; how are they financed; what kinds of facilities should be used; how should they be governed; who should staff them; how can they develop credibility with their clients; how is teacher-use stimulated; how much do they relate to curriculum building; how are program priorities determined; and how can their successes be estimated.

The authors encourage teacher education scholars to study and analyze centers in other nations. Such studies would not only provide considerable information about staff development in other places and cultures at a time when there is a powerful need for such wisdom, but would lead to increased multicultural understanding. Even more importantly, the authors recommend that international cooperation and sharing among center personnel --especially teachers--be increased significantly. There is much to be learned from the experience in these other nations--and presumably there are things that these centers could learn from the American center movement.

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PART THREE: NEW DIRECTIONS

IX. THE NEW TEACHER CENTER PROGRAM

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Office of Education

On October 12, 1976 the New National Teacher Center Program was signed into law by the President. The last decade which had seen an exponential expansion in the roles and responsibilities of "regular" classroom teachers had shown and an almost equally impressive increase in the number of new Federal and State programs directed at improving and reforming what happens in the Nation's classrooms. But the two were almost never linked. Most programs authorized by these laws and intended to raise the quality of schooling had to be implemented without the necessary staff development; most were "outside-in" programs--solutions developed somewhere outside the classroom and then expected to match the most urgent problems within the classroom. The New Teacher Center Law turned things "inside out." Teachers will finally be given the major responsibility for determining the kinds of changes and improvements that are needed in their classrooms and will also have the lead in putting together the kinds of training and curriculum development programs that will best meet those needs. And center programs will draw heavily upon the experience and expertise of the teachers themselves. In all of the passion during recent years to improve the knowledge base of education, most experts and policy makers have usually overlooked what is by far the most important part of that base--the classroom tested knowledge of teachers. At a recent meeting, the director of a major educational development enterprise understandably boasted that his high-powered staff included over 100 person-years of experience in educational reform. One could argue that the Natoin's teachers constitute 20 million person-years of experience in educational reform. The teacher center provides one mechanism for further releasing the potential of this vast storehouse of educational successes. It is possible that the greatest advances in education in the near future will be gained through developing more effective ways to link the creativity and experience of every classroom to every other classroom.

As this is written, the new program is still being shaped by the sound democratic process that has become part of the regulations development system. Congress' thoughtful and well-conceived statute (which is included in its entirety at the end of this chapter) and the Office of Education's proposed rules for administering the Act, inspired more than 2,000 separate recommendations from the field. The importance of the teacher center concept was evident in this vigorous and constructively critical response that had substantial contributions from all major constituencies in the educational spectrum. Following is a brief description of how the new program will work.

"The basic purpose of the Teacher Centers Program is to enable teachers to have a greater voice in determining and meeting their own needs for inservice training and curriculum development in relation to the needs of the students whom they serve. Teacher centers may serve a single school district, a larger region, or an entire State. The chief feature of the centers is that each is supervised by a "teacher center policy board," of which the majority of members are elementary or secondary school classroom teachers. The programs gives to State departments of education an important three-part role: screeening applications, providing technical assistance, and assuring proper dissemination of the program's findings and products. Ten percent of the funds may be granted to institutions of higher education to operate centers; the balance goes to local educational agencies."

Recognizing that the completion of the regulation process may yet change the nature of the program in some important ways, the following briefly outlines the major characteristics of the Teacher Center Program.

1. It is the first major Federal program that requires that the teachers being served be centrally-involved in planning, developing, and implementing projects.

2. It will increase the professional resource base by increasing the role of the classroom teacher as innovator, researcher, developer, and trainer.

3. It is directed primarily at helping teachers with current classroom instructional problems.

4. It is directed mainly at the inservice education of all teachers--regardless of level or subject.

5. It is directed at all teachers in the project service area.

6. It is a relatively flexible and open program approach capable of responding quickly to immediate needs.

7. Teacher center projects can serve both individual needs and system needs.

8. The projects will be as site specific as possible--located as close to the classroom of participants as possible.

9. Because of released time allowances, part of the programming can occur during the "regular day."

10. A high percentage of participation will be voluntary.

11. It can facilitate instructional improvement, necessitating the kind of attitudinal/behavior changes which require long-range training programs.

12. It is primarily an inservice education program, but can have significant links to preservice programs.

13. It marshalls the best possible resources--from a great variety of sources--to help teachers with immediate instructional problems.

14. It promotes an idea that could eventually serve all of the Nation's teachers.

15. It can accommodate considerable variety in grant size and program models.

16. It provides a potential delivery system for major staff development needs supported by other national and state authorizations; i.e., education for all handicapped children, consumers' education, career education, metric education.

17. It supports a generic model of inservice education, not just courses or workshops.

18. It requires collaboration among teachers, teachers' organizations, higher education, special education, vocational education, the school board, and the State education agency.

19. It provides substantial support for State involvement, especially in areas of technical assistance and dissemination.

Although the first chapter of this report outlines some of the antecedents of this program, it does not specify the problems which helped to stimulate its development. Congress and other national leaders are increasingly concerned about this issue. Joseph Young, who served as Executive Director of the President's Advisory Council on the Education Professions Development, suggested that one of the major weaknesses of most new Federal programs was that they rarely articulated the problems that they were being launched to overcome. Many program developers, he added, did not even consider whether they were dealing with any specific problems. He went on to recommend that at the beginning of any new legislative thrust, a succinct statement of the problems to be confronted should be developed and used as one of the major bases for later estimations of program successes. As a context for this most important section of the Commissioner's report, we present a beginning list of some of the needs that gave rise to the new Teacher Center Program and to which it may be expected to relate. The list is presented to give added focus to what follows, and hopefully, to motivate readers sufficiently to help improve it.

1. Traditional inservice education programs are generally not directly related to teachers' most urgent needs, as teachers see them.

2. Inservice education, regardless of quality, is generally provided in places that are far removed from where teachers teach, making it inconvenient and relatively unrelated to what is happening in schools.

3. Inservice education has generally been provided for teachers by "experts" other than teachers. Consequently, its purposes have generally not facilitated interaction between teachers and encouraged sharing of successful classroom experiences.

4. Similarly, most school curriculums are designed and developed by experts with little or no classroom experience, yet must be implemented by teachers. Some curriculum developers go so far as to attempt do design "teacher-proof" curricula.

5. The training priorities of Federal programs are often unrelated to needs as teachers perceive them.

6. Traditional inservice systems are not designed to respond systemwide and quickly to urgent local needs.

7. With change and the knowledge base increasing at an increasing rate, there is an urgent need for all teachers to continually renew their knowledge and skills.

8. Unemployed teachers need to be retrained for new and needed roles in education.

9. There is a need to prepare thousands of educational personnel in special education, counseling, early childhood, etc.

No program, especially one supported with Federal funds, operates in isolation from the rest of the educational world. The trends and forces of the total national scene, and the way in which a particular program relates to them, often have more to do with its relative success and impact than whatever happens within specific projects. This larger context is especially important with Teacher Centers because of their considerable potential for reforming inservice education--and because of the high interest of all of the major education constituencies in its programmatic growth and direction. Following is a summary of some of the national conditions and events that may have great relevance for the future of centering--and vice versa.

1. The decline in school enrollment has resulted in widespread layoffs and reductions in force in a large number of school systems. Significant numbers of teachers have been forced to shift positions. In New York City, for example, nearly 40 percent of the teachers of English, mathematics, and science have had to assume new and different assignments during the last several years. Considerable training will be needed to help these displaced teachers adjust to their new responsibilities.

2. With declining student enrollments and provisions in most master contracts for layoffs to be made on a seniority basis, the professional work force will increasingly include more persons (1) with extended experience, (2) at the maximum salary, and (3) with higher levels of college or university preparation than before. Because formal academic preparation tends to be completed within the first six years of employment, this same trend will produce a work force whose most recent higher education experience will become more distant with each passing year. Further, the percentage of teachers needing more credits/courses for certification/promotion/salary increases is sharply decreasing. In short, incentives for formal education are declining. In such cases, the only way that teachers can continue professional improvement will be through inservice education/teacher centers.

3. School needs and priorities are changing more and more rapidly each year. The classroom teacher of 1977, for example, is asked to be the major implementor of special education's mainstreaming, citizenship education, consumer education, communnity education, metric education, multicultural education, career education, energy education, etc., etc., etc. The 1960's provided considerable evidence that no new curriculum can be successfully introduced into the system without (1) acceptance by teachers and (2) considerable staff development, developed mainly by the teachers to be involved.

4. The rapidly rising unemployment of qualified/certified teachers, estimated to exceed 500,000 in 1977, has important implications for teacher centers--especially in light of President Carter's commitment to reduce unemployment. In New York City, for example, in 1975 only 3 percent of the eligible new teachers found jobs; 97 percent were added to the unemployment roles. There are, however, severe shortages of teachers in a number of specialty areas; e.g., special education, counseling

and guidance, early childhood. The Teacher Center Program could give priority to retraining unemployed teachers in these and other shortage areas. Such a plan would not only reduce unemployment, but take less time, cost less, and develop broader-based specialists than programs that started from scratch with undergraduate students.

5. With declining student achievement scores over much of the Nation there have been increasing public demands that the schools "return to the basics." School boards and other community leaders are reordering school priorities. The reversal of these declining scores may require the kind of large-scale inservice retraining program fostered by the NDEA and NSF institute programs developed in response to Sputnik. Teacher centers could provide such programs.

6. California, New York, and several other "leader" states are giving high emphasis to ensuring that all teachers are competent in the teaching of reading. Given the high importance of the subject, it is likely that many other states will follow. Such a trend will require training and retraining for all teachers at all levels. The Right To Read program has done a commendable job (and could be closely coordinated with teacher center efforts) but is not generally directed at supporting inservice education in reading for all of the teachers in a school system. The teacher center is ideally suited to carry out such a program.

7. There is increasing interest--in response to the rising cost of education and increased demands for educational accountability--in a more effective utilization of research findings regarding what works in the classroom. Relatively sophisticated national, State, and local diffusion and dissemination networks are being developed. The Office of Education and the National Institute of Education, and other agencies have growing catalogs of "proven" products and approaches. As with general curriculum reform, the effective adoption and use of any validated educational product will require staff development. Good product delivery systems will fail without adequate training counterparts.

The Teacher Center Program has captured the national interest. A great many educators are preparing to help develop and implement centers. Others are considering ways in which existing centers might be changed or productively linked with other teacher centers and resource bases. The high potential of the conept has been emphasized throughout this report. But from the beginning, there will be a need to carefully think thorugh what kinds of information will be needed by educational

decisionmakers--in the field and in the government--in order to determine the program's relative success. Too often methods of "keeping track" of what goes on are introduced well after a program is underway--when it is too late, or at least at a time when it is difficult to build in the kind of data collection and assessment systems that will not only help policy makers but prove indispensable to program managers.

In his landmark study of American Education Crisis in the Classroom, Silberman pointed up the fact that even where new educational approaches seemed to be succeeding, it was difficult to pin down why they were successful, because American educators did not usually have enough management information to be articulate about what was going on in their programs. The Office of Education does not want to place too much emphasis on evaluation of the Teacher Center program outcomes during the early going--the concept is new and it will take considerable time to work out many of the new processes that will be required in making programs fully operational. However, there is a need to begin to develop reasonable program expectations and then to begin the kind of data collection that will eventually help determine the extent to which those goals are being achieved.

The following list is offered to give center developers and operators some guidance, whether or not supported by Federal funds, regarding the kinds of outcomes they might want to measure, and to stimulate as much thoughtful dialogue as possible about this most important subject.

1. effectiveness as perceived by teachers
2. effectiveness as perceived by administrators
3. degree to which teachers' individuals needs are met
4. degree to which the high priority training needs of school systems are met
5. relationship of training programs to substance of curriculum in classroom of participants
6. impact on student achievement
7. impact on teaching skills
8. proximity to schools and communities of participants
9. proportion of training during "regular" school hours
10. degree of teacher input into program development and implementation
11. extent of teacher-developed curricula used in training programs

12. extent to which programs are more comprehensive and systematic than traditional inservice programs

13. amount of teacher interaction and sharing of classroom successes

14. increase in utilization of new learning concepts, approaches, and research findings

15. degree to which teachers are better prepared in high priority staff development needs areas; e.g., mainstreaming, basic skills, reading, energy education

16. impact in terms of the above on other forms of inservice education

This Chapter has roughly outlined the nature of the New Teacher Center Program from the viewpoint of the program managers in the Office of Education. It must be emphasized that this analysis and characterization is a tentative one which is sure to change, in some cases substantially. As the program evolves, important lessons will be learned, and necessary adjustments will be made. The next three chapters also present briefs regarding the purpose and potential of the new program. But they are much more important than this critique in that they represent analyses from major constituents of the teacher center--the people and organizations who promoted and helped develop the legislation and who will have the most to do with shaping its future.

X: AT LAST, TEACHER CENTERS THAT ARE REALLY FOR TEACHERS

Eugenia Kemble*
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The essential nature of teaching has not really changed very much in the last century. The conditions are different, thanks to unions. There is also a wider variety of teaching technologies to choose from--new math or old math, for example. But teachers still live an isolated working life. Their professional time is spent almost entirely with students. They learn what works primarily through trial and error. And, only they have any real sense of their most important successes--successes with individual students that can rarely be measured.

That first terrorizing day of total responsibility for a class, alone, is one that is well known to every teacher. To succeed at teaching is to come through a rigorous trial in which the chief witness also happens to be the judge--the school principal. Having passed the initial test the teacher only faces more of the same. Freedom to work privately is highly valued because it minimizes the threat of observance and provides the greatest leeway for personal fulfillment. There is nothing in teacher education that forestalls these developments. There is nothing in the structure of schools and their administration that will encourage these conditions to change.

None of the reforms that periodically get dreamed up by education schools or government officials have taken this aspect of the teacher's life into account. Most have come in the form of pressures on the teacher to produce more, such as performance contracting or performance-based teacher certification. Or, they have represented basic shifts in the substance teachers have to work with, like career education, environmental education, aesthetic education, and many other curricular fads. Because all of these have failed to examine the essence of teaching--or even to fairly take it into account--they have either remained both innocuous and ineffective or have been quickly abandoned as irrelevant failures.

Teachers know these things. Some of the better education studies have documented them. Robert Dreeben's The Nature of Teaching and Dan Lortie's Schoolteacher thoroughly discuss the lack of collegiality among teachers; the ways teacher preparation establishes this pattern; and the picture of the individual classroom as an isolated "cell." A major study by the Rand Corporation, Federal Programs Supporting Educational Change, found that innovations really took hold in school districts where teachers were most involved in their development and implementation. It is really surprising, then, that reforms have managed to ignore these issues up until now. Perhaps

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it is because none of them have really emerged from teacher demands for change. Nor have they accepted the basic logic of teachers' defensive posture against reform--the vulnerability that comes with isolation.

One difference with teacher centers as a reform idea is that teachers have asked for them. Another is that one of their essential characteristics is teacher sharing, which goes to the heart of the teacher isolation problem. Last, and most important, is that teacher centers are by definition an innovation that is controlled by teachers themselves. As long as as 1971, American Federation of Teachers President Albert Shanker wrote in his New York Times column that teacher centers modeled after their British counterparts could greatly enrich the professional lives of teachers by enabling them to share skills and experiences with one another. Other American educators, enamored of the open education approach to learning in the early grades, also picked up on the idea. But in their minds the centers could serve as a vehicle for proselytizing open education philosophy.

A flurry of activity focusing on teacher centers ensued but teacher organizations were effectively relegated to the periphery of the movement by those in control of money sources. Proposals submitted by the union to major foundations like Ford and Carnegie were turned down. A report to the Office of Education from the Teachers National Field Task Force, which included many teacher organization representatives, recommended that federally sponsored teacher centers be teacher-controlled. But when the Office of Education finally decided to support some centers the entities that were created were dominated by State and local administrative bureaucracies. So, even though the American Federation of Teachers was instrumental in popularizing the idea in this country, without outside money it was not in a position to play a leading role.

With the help of the same foundations and the same Federal bureaucrats that had ignored the union, teacher centers began springing up around the country. Before long the National Institute of Education was supporting something its staff called "networking." NIE enabled centers to keep in touch with each other through a central clearinghouse operation called the Teachers' Centers Exchange located at the Far West Regional Laboratory in San Francisco. The problem was that these earliest centers lacked any representative teacher control. They did not really reflect what the profession at large wanted. As a result many of the centers that have emerged out of this early stage of teacher center development suffer from common problems. Among them are:

- A heavy emphasis on the needs of elementary school teachers, in particular activities concentrated on making things by working with materials. Secondary teachers have rarely shown much interest in these centers and their programs generally offer little at that level.

- Creation of the center by individuals who have a particular educational philosophy and therefore tend to constrict center programs to meet their

biases. The result is service to a limited number of teachers who tend to have a similar point of view.

- Instability growing from insecure funding.
- Lack of effective needs assessment mechanisms that might enable centers to draw up programs that service broadly varying groups of teachers.
- Failure to implement effective evaluations that might show some concrete evidence of the importance of their work. As a result many school districts in which these centers operate remain unconvinced of their value.
- Insufficient staff due to funding shortages.
- Governance mechanisms that are more exclusive than inclusive. Very few operating centers have working relationships with the union representing teachers in their area and few have bothered trying to establish them.

In the fall of 1976 the work that the AFT and others had done to press for a Federal teacher center bill finally brought success. As part of the Education Amendments of 1976 Congress authorized a new teacher center law that could provide up to $67.5 million in Federal funds for centers run by policy boards composed of a majority of teachers. A last-minute effort by teacher colleges who believed that the bill represented a political threat to their turf failed, and a new and potentially large source of Federal funds for teacher centers was created.

Passage of the bill represented a clear departure in the development of American teacher centers. While the role of organizations awaited clarification, the main governance question had been resolved. Teachers would control the new centers. The hodgepodge of establishments calling themselves teacher centers--many of which simply amounted to extensions of State departments of education or universities--were faced with a strong new definition of what a center was. Teacher centers that received funds under the new bill would be placed where teachers had the majority voice. Most centers would be funded through local education agencies though up to 10 percent of appropriated funds could go to institutions of higher education. But all centers would be run by policy boards and all policy boards would have a majority of teacher members.

Unfortunately the nwe bill was not warmly greeted in all quarters that might be expected to have an interest in it. Not only were the colleges wary, but many of the new centers that had received life from foundations and the Office of Education were worried that they would have to turn their centers over to teachers in order to get funds. In something of a last gasp on the subject, the Ford Foundation sponsored a conference that collected a large number of activists from these centers at the University of Chicago in

June 1977. The atmosphere among participants was largely despondent. Most seemed to view the new bill as a threat rather than as the basis for major reform of inservice education for teachers. Rather than figuring out how to adapt to the requisites of the new bill, most had come to the conclusion that they were not going to be part of the action and had written the whole enterprise off their slate of interests.

The American Federation of Teachers began developing its response to the bill shortly after it was passed. The Executive Council of the AFT named a 10-member Teacher Center Advisory Group composed of teacher leaders from around the country experienced with the issue. The group's purpose was to develop policy recommendations on teacher centers; to monitor the Federal regulations drafted to accompany the bill; and to act generally as a source of expertise for locals interested in establishing centers. Unfortunately a low appropriation, tentatively set by the joint committee at $8.25 million, for the first year of the bill's implementation, accompanied by general chaos in an Office of Education reorganized by a new administration, has slowed the momentum for establishing new centers somewhat. But the first year will still be key since basic directions and purposes will be determined by the earliest centers funded.

Directions and purposes might well be based on British center history. While the term teacher center can be applied to almost anything, as the experience in this country demonstrates, the major purposes set forth by the British centers fall into two broad categories: curriculum development, and a more general professional growth and inservice education emphasis that could take many forms. The curriculum development function was really the basis for the establishment of many of the earliest British teacher centers. The idea was to teach British teachers, through centers, about newly developed Nuffield Math materials. Curriculum-oriented centers were also set up in conjunction with Britain's new comprehensive schools. According to Robert Thornbury, who heads the Sherbrooke Teachers' Centre in London, centers were also established for the more general professional purposes of attracting teachers to difficult urban teaching and supporting them once they got there. Revitalizing teacher education was still another, all-encompassing purpose.

So far talk and action on teacher centers in this country have not focused much on curriculum development. At this stage in our experience with the idea lack of movement in this area is probably advisable since the focus of attention might easily become diverted into imposing particular curriculums on teachers, rather than allowing the initiatives to come from them.

Yet, there are immediate needs teachers have here that demand the specialized attention teacher centers could provide. Basic skills in the areas of reading and math are obvious firsts. In the fall of 1977 the Education for All Handicapped Children Act goes into effect. And, as necessary as it is for our schools to educate handicapped children, provisions of the law requiring placement of children in "the least restrictive environment"--which for the most part will mean regular classrooms--and requiring the development of individualized education plans for each child will tax teachers and school systems greatly. Teacher centers could provide an

invaluable source of support and shared information for teachers as this new law is implemented.

Another issue of concern is the minimum competency movement which seems to be sweeping the country, State by State, along with an emphasis on tests and accountability plans. Teacher centers could devote program and consultation time to the subject of tests--how they can be used; how they are limited; and what constitutes a misuse of tests either for individual children, for school systems, or for States.

Problem areas like these are ones on which all educational personnel, whether guidance counselors, paraprofessionals, or subject area specialists will want to participate. Centers should be open to all of them so that insights can be shared across functional lines. In fact, centers might be viewed as agencies of consolidation when it comes to educational training for federally funded specialties--handicapped, bilingual, and vocational education as well as education for the disadvantaged (Title I, ESEA).

These are the immediate problems and everyday practicalities that teachers need help with. But they should not draw attention away from the second area of importance--teacher centers as an agent of reforming inservice teacher education. To begin with, teachers themselves want it changed. And, such reform may be even more possible now, given current characteristics of the teaching force. For one thing, the declining enrollment in our Nation's schools has meant a decline in teacher jobs as well. This together with high unemployment among the general population has meant less teacher turnover; a slightly older teacher work force than previously; and greater likelihood that teachers will remain in the job for longer periods of time since fewer other jobs are available to them. A stable and experienced teaching population is likely to be even more demanding of quality inservice education than one undergoing continuous shifts and changes. Certainly teachers who have plans to stay on the job for longer periods of time will be more concerned with their own professional renewal than transient teachers--provided they are not threatened by vindictive evaluations or accountability schemes. Such teachers not only want teacher centers as a better source of inservice education, they are also more likely to be receptive to the new ideas that teacher centers produce.

Geraldine Joncich Clifford develops the argument relating reform possibilities to teacher stability in her book, the Shape of American Education:

> . . . those disposed toward educational innovation cannot exercise influence unless they are retained in teaching . . .
>
> . . . it is unfair and unrealistic to expect perpetual beginners to initiate and sustain the burden of professional development. It would be better if the most creative and innovative teachers were retained and given the seniority and recognition that would allow their efforts to gain exposure and influence outside their own classrooms, to affect teaching generally.

> . . . brief careers militate against the consumption of research on teaching, and against systematic efforts to improve education. They also limit the pool of potential leaders . . .

Luckily teacher centers are beginning to take hold at a time when the teaching population is stable and when the demand for quality inservice teacher education is surpassing that for preservice teacher preparation. Federal programs like Teacher Corps have reflected this by shifting their emphasis toward inservice training. But these pluses are somewhat neutralized by the fears of the teacher colleges. Some education schools have ventured into new concentrations on inservice programs, but the process of changing emphasis has been slow and less than inspired. Since teacher centers are an outgrowth of the demand for inservice reform, and because teacher control is an inherent part of their definition, the response of schools of education to the new idea has been unenthusiastic--the common reaction being one of suspicion that teacher organizations and their stress on inservice education will combine to put colleges out of business. This is an attitude that needs to be changed if teacher centers are to succeed.

It is true that while colleges of education have been foot-dragging even as they lethargically bemoan the declining enrollment picture, teachers have moved in to take a leadership role. But the colleges' fears are really unwarranted. To begin with, if teachers' isolation is to be one focus of attention, the preservice role of education schools in encouraging this will require examination as well. Ideally, teacher centers will be a catalyst for reforming inservice staff development in relation to preservice preparation. One really cannot be changed without the other. To do this effectively education schools must be a part of the enterprise. Dan Lortie pinpoints the problem in his book Schoolteacher:

> Their (teachers) professional training, in short, has not linked recurrent dilemmas to available knowledge or to condensations of reality (e.g., cases, simulations) where such issues are deliberated. The repudiation of past experience conjoins with intellectual isolation (a historical feature of teacher training) to produce curricula which extoll the highest virtues but fail to cope with routine tactical and strategic problems. It is small wonder, then, that teachers are not inclined to see themselves as sharing in a common "memory" or technical subculture. Since they have not received such instruction, they are forced to fall back on individual recollections, which in turn are not displaced by new perspectives. Such a pattern encourages a conception of teaching that is individualistic rather than a collegial enterprise.

One logical way to connect reform in preservice education with changes in inservice development would be to require that all beginning teachers undergo an internship patterned after the medical internship for doctors. Prospective teachers would obtain preliminary certification and then spend their first years of teaching with a partial workload. The rest of their

time would be spent in consultations with experienced teachers and in maintaining course work and advisory ties with their preparatory college. An internship for teachers requires that colleges provide key transitional support. It is a role that could be played out best on the neutral territory of a teacher center.

Institutions of higher education are central to the functioning of teacher centers whether or not internship is involved. Their staffs can give workshops in the center and act as advisors to teachers who request such services. Arrangements can even be worked out where university credits are awarded for work done in centers. To put it simply, universities can build their own work into the new centers in ways that will expand upon rather than displace their current services. They can and should be part of a reform that sweeps from preservice through inservice development.

The world of research is another that shouls recognize the potential of teacher centers. Teacher centers will provide a new arena for the work of researchers as well as a vehicle for disseminating their results. The attitude of disdain most teachers feel toward researchers, accompanied by outright hostility toward much of their work, might be modified somewhat if teachers and researchers used teacher centers as a meeting ground--a place to explore research needs as well as discuss research results. Worthwhile findings could be introduced directly to teachers as one way of translating usable research data into real practice.

While reforming teacher education and disseminating research are important byproducts of the growth of teacher centers which may be unwelcome to teacher educators or go unnoticed by researchers, they are not the most important aspect of the concept. Teacher centers are first and foremost for teachers who are on the job right now. As places where teachers can share ideas, develop new approaches, meet with specialists and coach each other, teacher centers will provide the first opportunity teachers have had to grow and develop in ways that they choose. Since they will have the controlling voice, centers will be viewed as nonthreatening and supportive. The beginning teacher who is floundering can go there to seek advice and know it will not become a part of his or her professional record. Groups of teachers who want to try something new can thrash it out at the center, asking for help from whomever they choose. If a teacher is curious about a new reading approach he or she may be able to find out about it at the center. The prospect of mainstreaming a number of handicapped children into a regular classroom may seem impossible until one can go see where another teacher has done it. The center can help teachers with needs and talents like these find each other.

What could emerge from this process is a common understanding among teachers of what the knowledge and skill base for their profession really is--that thread of shared experience that can unify teachers and instill pride in teaching. Teachers have never had either the freedom or the opportunity to do this before. It will give them the kind of professional control that now exists for other professions, and the self-respect that goes with it. If teacher centers succeed teaching may no longer be as isolated and as anxiety-ridden a career as it now is. There will be a place to go where problems can be solved--where those developing new ideas have in mind the teachers who make them work.

XI. THE NATIONAL EDUCATION ASSOCIATION AND TEACHER CENTERS

For some time it has been the firm belief of the National Education Association that inservice education for teachers might be (1) an essential and continuous function of a career in teaching and an extension of preservice preparation, (2) established on the basis of teacher needs identified by those teachers, (3) planned, governed, and evaluated largely by those teachers, (4) integrated into each teacher's professional assignment, and (5) financed by public funds.

In the last few years, as a result of a decline in student enrollments, a decrease in the number of teaching positions and a reduction in teacher turnover, the emphasis on the education of teachers has been shifting from one of preservice to one of inservice. During this period of time, NEA in its Instructional Needs Assessment Program, has been continually surveying teachers across the country. In these surveys teachers identified their concerns and needs in terms of instruction and professional development. Almost universally, those teachers have placed inservice education as one of their greatest problem areas.

What is the reason or reasons for this perception of teachers? During the last ten years or so there have been increasing pressures on teachers and the schools to deal with some serious social problems of the community such as drug abuse, integration, vandalism, disrespect for authority, etc. At the same time, more students have been remaining longer in school and having increased expectations for job preparation and further education. All of this has been taking place during the time of a constricting economy that frustrates student ambitions for upward mobility and the school's ability to satisfy the needs of students.

The focus of many of these pressures has been and remains on schools, and particularly on teachers to compensate for what other segments of the community cannot or will not do to deal with these problems. This compensatory expectation has fallen on the shoulders of teachers who are simply, by their own frank admission, unprepared to deal fully and effectively with it. Certainly nothing in their college preparation and State certification programs prepared them for such responsibility. Teachers, by their nature and training, are particularly sensitive people. This characteristic, however, necessary and useful, is not enough to fulfill the kinds of responsibilities that the community has abdicated to, and some to expect from, tis teachers.

In response to this situation State departments of education and administrators of school systems have developed and implemented programs of inservice for teachers, sometimes with university assistance. This is basically where the problem of inservice lies in the eyes and experiences of teachers. Such imposed programs have simply not met the needs of teachers and undoubtedly never will. What they do satisfy is administrator needs to demonstrate to a school board and community that they

are taking necessary actions in doing their jobs. The teacher reaction to such imposed teacher inservice programs has been a resounding negation of their effectiveness for meeting real teacher needs for helping children learn.

It should also be noted that teacher opinion is in some cases based not only on a view of the quality of an ongoing program, but also on the absence of any program.

The U.S. Congress with the strong influence of the National Education Association passed a law in 1976 authorizing the establishment of federally financed teacher centers for purposes of providing inservice education and curriculum development opportunities for teachers to serve better the educational needs of their students. This law, if given sufficeint funding and the appropriate regulations to guide its implementation, has tremendous potential to eliminate the present facade of teacher inservice education and to provide the help that teachers have been needed but have been generally unable to achieve. It not only will provide needed resources, but will provide a kind of climate for teachers that will enable them to exercise their own creativity, knowledge, and resourcefulness in developing curriculum and updating skills.

In order for this law to come to effective fruition, NEA believes: that the teachers on the policy board must be appointed by a teacher bargaining agent or the teacher organization with the highest teacher membership when no bargaining agent exists; that the teacher center policy board must be involved in and approve of the teacher center grant proposal that a local education agency submits to State and Federal agencies; that excessive monies not be skimmed off at the State level to increase State bureaucracies and to subsidize unnecessary and time-consuming decisionmaking processes that would more likely satisfy the administrative control needs of a State department of education and do nothing for helping teachers; that center funds be allowable for paying substitute teachers so that teacher center programs can be offered to and be accessible to classroom teachers, during as well as after the regular teacher workday; that school districts be required to maintain at least their present level of support for inservice education for the duration of a teacher center grant.

If these objectives are not met, then the probability of the intent of the law becoming fulfilled is minimal and the teacher center movement with so much potential for helping teachers will fail. The money will have been wasted. The same people who have been in control of the present ineffectual inservice education will continue (many with the help of various government funds) to function and other people will wonder what happened. The teachers will know. They know now. They want to prevent it from happening.

Other important aspects are the possibilities of teacher centers utilizing teachers to teach teachers and more effectively using community resources for both inservice and curriculum development. If

these objectives are not met, then the probability of the intent of the law becoming fulfilled is minimal and the teacher center movement with so much potential for helping teachers will fail. The money will have been wasted. The same people who have been in control of the present ineffectual inservice education will continue (many with the help of various government funds) to function and other people will wonder what happened. The teachers will know. They know now. They want to prevent it from happening.

There has been a great deal of rhetoric about teacher involvement. This law represents far more than "involvement." It means a significant degree of teacher control over a very mundane sounding, but very critical, matter: getting needed help.

One important aspect of inservice teaching is the role of the university. NEA expects as these federally supported teacher centers develop that university support will be a necessary and integral part of the movement. The locus of that support is likely to shift from a primarily campus based to a more field based effort where the teachers, their center activities, and their problems are located. This has implications not only for a shool of education within a university, but the total university because the teacher center will lend itself nicely for developing relatinships between elementary and secondary teachers and a number of departments/schools within the university. With the school of education in a leadership role in this effort, its own status within the university will be enhanced. In the typical university, such enhancement is needed. Other important aspects are the possibilities of teacher centers utilizing teachers to teach teachers and community resources for both inservice and curriculum development.

The NEA believes the teacher center movement engendered by this Federal law can mean significant and positive change for teachers. It can also simply be a fascade of change. Teachers don't wish to waste their time and anyone's money for the latter effort.

Teachers do want teacher centered inservice education. The NEA and its 1.8 million members in 10,000 state and local affiliates are committed to making the law work, passage that they vigorously support.

It is NEA's hope that all segments of the educational community will be supportive in this effort, which is seen here as a key to the improvement of educationfor our children and youth.

XII. AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

ON TEACHER CENTERS

Edward C. Pomeroy
American Association of Colleges for Teacher Education

The American Association of Colleges for Teacher Education (AACTE) has endoresed and supported the teacher center concept which emerged as one of the most significant programmatic innovations from the Education Professions Development Act of 1966.

AACTE believes that teacher centers can contribute much to enhancing opportunities for personnel development in education. The teacher center concept has long been advocated by AACTE as a means by which members of the education profession will find better ways of teaching and relating to the needs of students, parents, and communities.

Background

AACTE has advocated the need for programs to improve the quality of preparation and inservice training for American teachers over the past several decades. The Association initiated a series of studies on teacher education 25 years ago calling for new organizational arrangements to better prepare and provide inservice education to America's school personnel.

These ideas were first explored in J. G. Flowers' School and Community Laboratory Experiences in Teacher Education[1] (1948) and in the past 30 years have been addressed by numerous association sponsored publications.

Over the years the teacher center, as we now refer to it, has been studied by Association task forces, ad hoc committees and commissions using a number of different appellations: cooperative teaching centers; continuous education laboratory schools; teaching techniques laboratories; and teacher education centers. B. O. Smith recommended the need for "training complexes" in a study he edited for the AACTE, Teachers for the Real World (1969).[2] That far reaching study concluded that in an urbanized and multi-ethnic society, a new social mechanism was needed to provide "perennial education" to school personnel, namely, a training complex. Smith visualized the trianing complex as a neutral arena where colleges, schools, and communities would combine to provide the following functions:

--developing, preparing, and storing materials for training (practice specifications, video recordings of teaching, transcripts of classroom discourse, etc.)

--training new professional teachers in the skills entailed by the list of minimal abilities

--workshops, institutes, and conferences for the preparation of auxiliary teaching personnel

--institutes, workshops, and training laboratories for the continuing education of teachers

--courses, seminars, and workshops in subject matter fields relevant to the teacher's preparation of teacher aides and other auxiliary teaching personnel.[3]

More recently, the teacher center concept was addressed by a special AACTE coordinated task force supported by the Office of Education and given the ambitious title of The Higher Education National Field Task Force on the Improvement and Reform of American Education. In the group's final report, Obligation for Reform (1974)[4] edited by G. W. Denemark and J. Yff there was a call for the creation of a network of "professional development centers." The concept was described as "any place or combination of places ... where education personnel preparation and retraining happens on a continuous basis from the time an individual decides to become a teacher and continues until that person retires from the profession. The professional development center was to be characterized by the: "(1) integration of practice and theory in teaching and learning; (2) development of measurable performance in instruction; (3) experiences and learning in school-related areas such as the community and its social agencies, the business world, and politics; and (4) application and continuous assessment of research findings as conditions of professional competence."[5] The Task Force, which represented a cross-section of college and university leaders in teacher education, believed that teacher training required a partnership between schools, local communities, and institutions of higher education.

Obligation for Reform describs such a partnership as equal participation in the management and operation of the centers. Such differentiation of degree of pargicipation should be based upon the competencies and of the participants. A good partnership arrangement was further described as being "flexible and variable" recognizing "that different problems and decisions might require a differing mix of competencies and would change through time."

Many of the same principles put forth by the National Task Force were reinforced in yet another recent AACTE publication, Educating a Profession (1976)[6] by R. B. Howsam, G. W. Denemark and D. C. Corrigan. In this important "Bicentennial" publication the authors drew distinc-

tions between inservice education and continuing education and advocated support for teacher centers. Thy argued that inservice training "should meet the needs of the school system," while continuing education should be for the purpose of developing "professional teacher-scholars capable of high levels of diagnosis and prescription." Inservice education's chief locus would be the school system with area colleges regularly participating through planning as well as contributing resources. Continuing education's locus would be at the college or university where programs leading to advanced degrees would have "professional designations paralleling those employed in other professions such as medicine and law."

In the conclusion to their study, the authors emphasized the need for consideration of this distinction between inservice education and continuing education when considering the possible roles and purposes of teacher centers:

> Historically, the university has educated teachers-in-service by offering a series of recertification programs, institutes, and traditional courses. Recent events, however, suggest that continuing education must become more creative and flexible than these traditional forms. Increasing teacher militancy concerning the right to define their own professional needs and offer their own reeducative programs has given rise to the teacher center. While possessing great potential as a continuing education mechanism, the teacher center is meant primarily to be an inservice device (neither exclusively geographical not fixed in function) designed to deliver college and community resources, get professionals together, and form a network of available educational services. Colleges of education must not surrender their continuing responsibility to develop and disseminate the professional culture through every mechansim possible, including the Teacher Center. Neither the public schools not the colleges can live in spendid isolation. Preservice, inservice, and continuing education are interrelated components of one professional delivery system and require the active involvement of the teaching profession and the preparation arm.[7]

These themes and concepts have also been the focus of numerous AACTE sponsored monographs, position papers, and bibliographies as well as individual articles and special thematic sections in the Journal of Teacher Education. Two of the most recent contributions were a special issue of the Journal of Teacher Education[8] on "Teacher Teaching Centers In America," and a monograph, Teaching Centers: toward the state of the scene[9], both edited by Schmieder and Yarger.

The Association's many years of research and ongoing interest in the teacher center movement provides ample credibility to support its present interest in contributing to the planning of future professional education programs and reconceptualizing the design and intent of various teacher center programs.

AACTE Principles on Teacher Centers

As a result of AACTE's extensive and long-standing interest in the teacher center concept, the association has formulated the following principles which it believes are essential considerations in any teacher center program development:

1. Teacher centers are governance mechanisms, not sites. As such, the governance groups may establish places where teacher education education can take place.

2. Six partners should collaborate in teacher center operation: the school; teacher organization(s); college or university school(s) of education; the local community; the school board; and State or other governing agencies.

3. The six partners should share equally in policy making. However, the management and operation of teacher centers may require a differentiation of degree of participation recognizing that certain problems and decisions require a different mix of competencies and will change through time.

4. The teacher center should be viewed as integral to the total process of professional education preparation and growth. While primary clients are the school personnel, access to the centers should be possible for others in the education process including preservice candidates, interns, paraprofessionals, counselors, administrators, supervisors, policy makers, aides, parents, and others.

5. Teacher centers should be site or school-specific. That is, they should be geared to the specific needs of the school, its participants, and its particular community.

6. The learning needs of school students should be at the core of the goals and objectives for each centers. Students' needs should be identified through a range of evaluative techniques such as interviews with teachers, administrators, parents, community leaders, standardized test scores, statewide assessment data, and school records.

7. Teacher center staffs should comprise a partnership of personnel from schools, colleges, and the community. The training of staff and providing services to the center staff should be the primary responsibility of the local school, college, or department of education.

8. The funding of teacher centers should be a shared responsibility of all partners; institutions of higher education should commit some of their teacher education funds for support of teacher centers.

9. Evaluation and other forms of quality control should be applied to all facets of the center program and operation.

10. Teacher centers can and should serve as integrating mechanisms for both curriculum and staff development.

11. Emphasis on research and development should be a part of each teacher center's program. Centers should afford opportunities for school personnel to study the learner, the best instructional techniques, and themselves in relation to teaching and learning.

AACTE's Stand on Teacher Center Legislation

Because few if any of the foregoing principles are incorporated in the newly authorized teacher center legislation (Public Law 94-482, Title I, Section 151, of the Education Amendments of 1976), AACTE has been a relunctant supporter of the new Federal Teacher Centers Program.

> ...Instead of a program involving a number of partners, the present legislation is largely addressed to the specific concerns of teacher organizations.
>
> ...The legitimate role of schools and colleges of education, including the distribution of funding to establish a workable and enduring linkage with local school districts, is not addressed in the legislation. No incentives are present to stimulate linkages between higher education and local education agencies in the teacher center legislation as it has been enacted.
>
> ...Instead of a collaborative model with parity for all partners it asserts the primacy of teacher power in the planning, operation, governance, and eaaluation of teacher centers.

...Rather than facilitating the involvement of higher education in teacher centers and conersely, encouraging a valuable involvement by teachers in the design and conduct of higher education with little providion for mutual support and activity.

...In contrast to what we know about educational reform and the need to train all members of the profession in a spirit of mutual support, the legislation reinforces the present emphasis upon independent teaching within the school setting and training individual teachers through the teacher center.

...The importance of the role of staff development specialists, including training and renewal, is also ignored. Such specialists should be intimately attuned to day-to-day classroom activities and should maintain continuing liaison with the schools; they should be considered partners of higher education and be thoroughly grounded in the theory and research of teacher education.

This significant divergence between AACTE's principles and the existing Federal legislation will neccessitate the Association to continue to work to reconcile the disparities between its own philosophies and the authorizing legislation.

Any agenda for action, relative to reform of education, must consider the foregoing impediments as challenges. Teacher centers represent a challenge and opportunity. AACTE believes that a more realistic and articulate commitment of both teacher educators and teachers can help meet these challenges and a more effective education for American children will ensue.

NOTES

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2. Smith, B. Othanel, Saul B. Cohen, and Arthur Pearl. Teachers for the Real World. Washington, D. C.: American Association of Colleges for Teacher Education, 1969.

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4. Denemark, George W., and Joost Yff. Obligation for Reform. The Final Report of the National Higher Education Task Force on Improvement and Reform in American Education. Washington, D. C.: American Association of Colleges for Teacher Education, 1974.

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PART FOUR: RESOURCES

Appendix A

A Comprehensive Indexed Bibliography

APPENDIX A: A COMPREHENSIVE INDEXED BIBLIOGRAPHY

Mary F. Crum, Editor
National Council for the Social Studies

Edward L. Dambruch
Rhode Island Teacher Center

John Favors
Bay Area Learning Center

Saundra T. Freeman
Division of Educational Systems Development
Office of Education

Kyle Killough
Texas Center for Improvrment of
Educational Systems

Allen A. Schmieder
Division of Educational Systems
Office of Education

FOREWORD

This bibliography represents a joint effort by the U.S. Office of Education, Division of Educational Systems Development, and the ERIC Clearinghouse on Teacher Education to meet the urgent need for information about teacher centers. The past few years have seen a proliferation of teacher centers, and there is every reason to believe that others will be created in enthusiastic response to the federally funded Teacher Center Program, which appropriates $75 million during each of the next three years to plan, establish, and operate such centers.

Directors of the Teacher Center Pilot Projects collaborated with the Division of Educational Systems Development, USOE, in compiling materials for the bibliography. Citations for documents and articles contained in the ERIC data bases, Resources in Education (RIE) and Current Index to Journals in Education (CIJE), were then incorporated. Mary F. Crum of the National Council for the Social Studies, who has worked with the Division on other projects, carried major responsibility for pulling together the work of all the authors. In keeping with the Clearinghouse's commitment to providing informational products on subjects of current concern to the education profession, the bibliography is being published as the sixth in its series of Bibliographies on Educational Topics (BETS).

Standard bibliographic citations have been supplied for all materials. Citations of documents announced in RIE are followed by an ED number; an EJ number follows journal articles announced in CIJE. Most ED entries are available from the ERIC Document Reproduction Service; a current EDRS order form is included at the end of this bibliography. Journal articles are not reproduced by ERIC in any form; to secure those articles, the reader is referred to the original journals, available in many libraries.

The knowledge base on the subject of teacher centers is constantly expanding, and the Clearinghouse invites the submission of additional documents for evaluation and possible input into the ERIC data base. Also welcome are reader comments and suggestions.

Karl Massanari
Clearinghouse Director

INTRODUCTION

The purpose of this bibliography is to reflect as fully as possible the U.S. teacher center experience of the past several years and to provide a rich reference pool for those interested in developing and/or improving teacher center programs. Although the kinds of centers represented vary greatly--and few of them exactly fit the center concept to be supported under the new Federal Teacher Center Bill[1]--existing centers have collectively accumulated a great deal of valuable experience in some of the most critical problem areas of teacher centers and inservice education. Careful attention to the lessons they have learned should go a long way toward expediting the development of strong, effective centers--whatever the model or nature of the center involved.

In order to give broad substantive coverage and represent the views of as many centers, institutions, and organizations as possible, the decision was made to develop a relatively comprehensive listing of what is available, rather than to construct what would necessarily be a much shorter annotated bibliography.[2] The materials cited cover many different aspects of centering--including something of the experience in several other nations. Because most of the publications explore more than one teacher center topic or issue, organization of the references according to specific categories would require a large number of multiple listings. Therefore, all entries are included in a single, alphabetical numbered list.

It is not expected that the reader will peruse all citations from A to Z in search of the most promising sources (although such a search might provide some education, edification, and other important surprises). A topical index following this introduction cross-references all bibliography items within 43 specific categories. Because there was no time to study and fully assess all the materials, many publications are not cross-referenced as comprehensively as they might be. We apologize both to those whom we have "under-indexed" and to those from whom we have wrung too much.

Items generally were not included unless they could be obtained either as study documents or for permanent collections. Some of the main sources for the documents listed are identified in Appendix A. These organizations either have a large array of centering materials on hand or have some facility for helping interested persons locate needed publications and resources. Appendix B lists periodicals found to be helpful to those interested in teacher centers. This listing is only a beginning in an effort to identify such resources; the authors realize that countless others exist, and welcome information about any serial publications concerned entirely or in large part with centering.

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[1] Authorized by Section 532 of the Higher Education Amendments of 1976.

[2] An Annotated Bibliography on Teacher Centers will be available from the U.S. Office of Education after April 1, 1978.

Most of the publications cited here were written during the past five years, but older documents have been included if they cover high priority center issues or represent benchmark studies or statements. Although some of the titles may seem unrelated to teacher centers, each of the entries was reviewed and nothing was included unless it contained important references to centering; for example, a publication with a title referring only to "open education" would likely discuss that concept in relationship to teacher centers.

Finally, despite a thorough search of the literature and the help of over a hundred center directors, it is certain that many good materials were overlooked.[3] Readers are encouraged to submit materials for the teacher center reference library, and/or citations of materials that should be included in any future bibliographies.

ABOUT THE SUBJECT INDEX

The following subjects were used for cross-referencing the bibliography.[4] They should provide the reader with some levers for sorting through this long listing of materials. Under each topic are the numbers of some, not all, of the entries that relate to that particular topic. For those categories that include large numbers of entries (such as "Philosophy/Rationale/Theory"), further sorting can occur by cross-referencing them with other categories (for example, "Subject Specific/ Mathematics").

1. Systemwide Overviews
   a. National
   b. State
   c. Local
2. General (covers many aspects of centering)
3. History
4. Philosophy/Rationale/Theory
5. Organizational Structures
6. Management/Staffing Patterns
7. Program/Curriculum Development
8. Participation Incentives
9. Governance
10. Finance/Support Systems
11. Evaluation/Assessment
12. Research

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[3]The largest category of omissions are of publications from local centers. Had all materials received from directors been included, the bibliography would have doubled in size. Therefore the authors generally chose to include the best single or several publications from each center.

[4]Criticism of the outline would be welcomed by the authors, as the Office of Education Teacher Center Reference Library will be organized along similar lines, and recommendations for improvement will help in refining what is hoped will become an important reference center for those engaged in the development and operations of teacher centers.

13. Facilities
14. Developmental/Operational Issues and Problems
15. Bibliographies
16. Legislation/Regulations
17. Case Studies/Models
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19. Subject Specific
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25. Teacher Developed Materials/Teacher Policy Participation
26. Open Education
27. Alternative Schools
28. Portal Schools
29. Certification/Accreditation

As we have always found, all educators contacted were most helpful. In addition to the more than a hundred center directors who sent us materials, citations, and considerable advice, especially important contributions were made by the staff of the ERIC Clearinghouse on Teacher Education; Alanson Van Fleet, Cleveland State University; Susan Grkovic, Education Consultant; Linda Tague, University of Indiana; and Sam Yarger, Syracuse Teacher Center Project. But although all of the energetic educators listed did most of the important work, the editor and co-authors accept full responsibility for any errors of judgment or representation regarding both the content of the bibliography and its indexing.

Mary F. Crum, National Council for the Social Studies, Editor
Edward L. Dambruch, Rhode Island Teacher Center
John Favors, Bay Area Learning Center
Saundra T. Freeman, Division of Educational Systems Development, Office of Education
Kyle Killough, Texas Ceneter for Improvement of Educational Systems
Allan A. Schmieder, Division of Educational Systems Development, Office of Education

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Appendix A

MAJOR COLLECTIONS OF MATERIALS

The Collaborative of Advisories and Teacher Centers, Education Development Center, 55 Channel Street, Newton, Massachusetts 02160 (Stanley R. Wachs) Tel. (617) 969-7100.

ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 616, Washington, D.C. 20036 (Karl Massanari) Tel. (202) 293-7280.

Ministry of Education, Teacher Prefecture Education Center, Tokyo, Japan.

National Teacher Center Study (NIE), Far West Laboratory for Educational Research and Development, Information Products Division, San Francisco, California 94103 (Kathleen Devaney) Tel. (415) 565-3000.

Schools Council (of the United Kingdom), 160 Great Portland Street, London, England WIN. 6LL

Syracuse National Teacher Center Project, School of Education, Syracuse University, Syracuse, New York 13210 (Sam J. Yarger) Tel. (315) 423-3026.

U.S. Office of Education, Division of Educational Systems Development, Teacher Center Reference Library, Room 5652, Washington, D.C. 20202. (Saundra Freeman) Tel. (202) 245-2235.

U.S. Office of Education, Teacher Center Project, Evaluation Research Center, University of Virginia, Charlottesville, Virginia 22903. Tel. (804) 924-7163.

U.S. Office of Education, Teacher Corps, Training Complex Program, Washington, D.C. 20202 (Bambi Olmsted) Tel. (202) 245-8223.

Appendix B

PERIODICALS

Advisory and Learning Exchange. The Advisory and Learning Exchange, 1101 15th Street, N.W., Washington, D.C. 20005 (bi-monthly)

British Journal of In-Service Education. London, UK, Schools Council. (3 times annually)

CPDP. Newsletter of the Continuous Professional Development Program, School of Education, Auburn University, Auburn, AL 36830 (3 editions annually)

In Touch. University of Massachusetts, School of Education, Amherst, MA 01002 (4 times annually)

Notes from Workshop Center for Open Education. City College School of Education, Workshop Center for Open Education, New York, NY 10010 (4 times yearly)

Outlook. University of Colorado, Mountain View Center for Environmental Education, Boulder, CO 80302 (quarterly)

Staff Development Newsletter. A Forum for the Development of Human Resources. Professional Development Associates, P.O. Box 4303, Austin, TX 78765 (10 annually)

Teacher Inservice: Step Ahead. Washington County Intermediate Education District, Hillsboro, OR 97123

Teacher Training. Newsletter of USOE Task Force '72 Teacher Center Network, Washington, D.C. (Discontinued, but copies of all editions available for study in USOE Teacher Center Reference File.)

Teachers' Centers Exchange. Far West Laboratory, San Francisco, CA 94103 (irregular)

The Teachers' Center, The Teachers' Center, Visalia, CA 93277 (monthly)

Update: Teacher Centers. Syracuse-East Genesee Teacher Center, 1117 East Genesee Street, Syracuse, NY 13210 (irregular)

Appendix B

A Directory of Centers

APPENDIX B: A PARTIALLY INDEXED DIRECTORY OF "TEACHER CENTERS" IN THE UNITED STATES

Saundra T. Freeman, Editor
United States Office of Education

Charles Lovett
United States Office of Education

Allen A. Schmieder
United States Office of Education

Sam J. Yarger
Syracuse University

INTRODUCTION

This comprenensive directory of educational personnel development centers is intended primarily to be a locator of experience for those interested in developing centers, as well as for those already in the business who wish to examine what others are doing. It was made as complete as possible in order to include a broad spread of experience and to identify enough places so that at least some would not be "too far away to visit." Although most of the centers listed have not been run by teachers or by policy boards with major teacher representation most do focus primarily on teacher needs and have had to deal with many of the same issues and problems that centers supported under the new Federal legislation will have to confront. Every attempt was made to verify the information that was presented, but unfortunately that was not always possible. Where the reader finds that errors of either omission or commission have been made, the editors assume complete responsibility.

Many sources were contacted in an effort to solicit material for this directory. Because of the size of the task, the following sources represent only a portion of those who made important contributions: Teachers' Center Exchange, the New England Program in Teacher Education, the Eric Clearinghouse for Teacher Education, the Illinois Office of Education, and the Teachers Corps. Additionally, many publications (that included a directory of a partial directory of teacher centers) were studied. Included among these were: Teacher Centers: Twoard the State of the Scene published by the American Association of Colleges of Teacher Education, A Descriptive Study of the Teacher Center Movement in American Education published by Syracuse University, the Florida Teacher Education Center directory, 1976-1977 published by the Florida State Department of Education, Exploring Teacher Centers published by the Teachers' Center Exchange, the proceedings from the 1976 national conference on teacher centers, Teacher Centering: A National Institute published by Indiana University. The USOE Teacher Center Library, which was built mainly from contributions by existing centers, was also an invaluable resource.

Directory entries vary in the the amount of information they provide. Some places with incomplete entries did not respond to our information query, but many of those which do not show program data were added too recently to collect the necessary information. In all the cases, the name and address of the center are included; most references include a contact person (usually the center director) and a telephone number. For about half the centers listed, there is an abbreviated code that provides information about the service area of the center, its range of clients, and any program emphasis(es). This information is presented in three parts, separated by slash marks. The reader will find it helpful to refer back to the abbreviations presented at the beginning of the Directory in order to decipher these codes quickly and easily.

For example, if an entry reads SD/K-12/Gen, then that center would be a school district center serving teachers' grades K-12, and covering all subject.

Because it is a time of transition relative to financial support of centers, undoubtedly, some centers that are listed in this Directory have gone out of business; some new ones will have started since its compilation. In addition, names will change; locations will vary; and contact people may or may not be the same by the time a reader decides to call. Consequently, if some entries lead you into a dead end, persevere, or call us--we'll try to help!

IDENTIFICATION ABBREVIATIONS

Service Area

City	City
Single District	SD
Multiple District	MD
State	S
Multiple State	MS
County	C
Regional	R
National	R

Service Level

Preschool	Pre-S
Kindergarten	K
Elementary	E
Secondary	S
Higher Education	HE
Adults	A
Pre-K-12	All
Post Secondary	PS
Vocational Education	VE
Teacher Inservice	Teach In

Program Focus

Adolescent Learning	Adol
Aesthetic Education	Aest Ed
Alternative Schools	Alt
Art	Art
Basic Skills	B Sk
Bilingual Education	Bil Ed
Certification	Cert
Child-Centered Learning	Child Cent
Classroom Management	CM
Cognitive Development	Cog Dev
Community Involvement	Comm
Competency Based Education	CBE
Cover All Subjects	Gen
Creative Teaching	Cr T
Curriculum Development	CD
Dissemination	Diss
Early Childhood Education	EC
Educational Consulting	Ed Cons
Educational Research	Ed Res
Environmental Education	EE
Ethnic Studies	Eth St
Games of World	Games
Gifted and Talented	G&T
Humanistic Education	Hum Ed
Individualized Education	Ind Ed
Industrial Arts	IA
Inservice	In
Instructional Improvement	I Imp
Instructional Materials	IM
Interpersonal Communication	I Com
Language Arts	LA
Learning Theory	Learn Th
Management of Learning	Mgt L
Math	Math
Media Service	Media
Moral Education	Mor Ed
Museums	Muse
Music	Mus
Needs Assessment	N Asses
Network Process	Net
Open Education	Op Ed
Paraprofessionals	Para
Parenting, Parent Education	Par Ed
Preservice	Pre
Problem Solving	Prob Sol
Professional Development	Pro Dev
Psychology of Learning	Psy

Reading	Read
Recycled Materials	Rec Mat
Resource Materials	Res Mat
Science	Sci
Social Studies	SS
Special Education	Sp Ed
Student Teaching	St Teach
Teacher Made Materials	TM Mat
Teacher Resources	TR
Technology	Tech
Testing and Evaluation	T & Eval
Values Education	Val Ed
Vocational & Technical Education	Voc & T Ed
Vocational Education	VE

ALABAMA

1. Auburn University Teacher Center
   Auburn University
   Haley Center
   Auburn, Alabama 36830
   Landa Trentham
   205/826-4457
   MD/K-12/CM, Ind Ed, TM Mat

2. Birmingham Teacher Center
   University of Alabama
   University Station
   Birmingham, Alabama 85294
   Nancy Johnson
   205/934-4011

3. Birmingham Teacher Center
   P.O. Drawer 1007
   Birmingham, Alabama 35202
   Paul Houston
   205/252-1800

CALIFORNIA

1. Center for Educational Research at Stanford (CERAS)
   School of Education
   Stanford University
   Stanford, California 94305
   Robert C. Coffee
   415/497-0791

2. Center for Open Learning & Teaching
   PO Box 9434
   Berkeley, California 94709
   Cynthia Brown
   415/849-0544
   N/K-12/Games, Mus, Read

3. Children's Apollo Wing/ Teacher Center
   Archdiocese of San Francisco
   324 Middlefield Road
   Menlo Park, California 94025
   Shirley Backrath
   415/326-0267

4. Center for the Study of Parent Involvement
   5240 Boyd Street
   Oakland, California 94618
   Daniel Safron
   415/658-7557

5. Creative Teaching Center
   1101 San Antonio Road
   Mountain View, California 94043
   Ann Roper
   415/968-1109
   C/K-12/Math

6. Emotional Learning Center
   University of California/ Berkley
   4419 Tolman Hall
   Berkeley, California 94704
   Eli Bower

7. Humboldt Educational Resource Center
   2501 Cypress Avenue
   Eureka, California 95501
   Helen Schober
   707/447-7747
   C/K-14/Res Mat/CD

8. IMIC Center
   Barrett & Tassajarea Avenues
   El Cerrito, California 94530
   La Jetta Lacy
   415/237-4770
   SD/K-12/Gen

9. International Center for Education & Development
   16161 Ventura Boulevard
   Room 224
   Encino, California 91436
   Virgil Howe
   213/986-3171
   N-Intl/K-9/Cr T, Gen

10. Learning Institute
    530 University Avenue
    Palo Alto, California 94301

11. Long Beach Mathematics Center
Kettering Elementary School
550 Silverado Avenue
Long Beach, California 90814
Linda Harvey
213/430-7500

12. MATA Teacher Center
16367 Wimbleton Lane
Huntington Beach, California 92649

13. Nueva Learning Center
PO Box 1366
Burlingame, California 94010
Del Alberti
415/348-2272
MD/Pre-K thru 6/G&T

14. Open Space Environmental Center
Immaculate Heart College
Room 203
Los Angeles, California 90027
Harriet Cohen
213/462-2360
C/K-6/SS

15. Open Space Teacher Center
4940 Sepulueda Boulevard
Culver City, California 90230

16. Park South Teachers' Center Resource Center
1501 O'Farrell Street
San Francisco, California 94115
Doug Haner

17. San Diego City Schools Education Center
4100 Normal Street
San Diego, California 92103
R. Linden Courter
714/293-8264
SD/K-12/Gen

18. SCRAP
165 Grove Street
San Francisco, California 94102
Louise Nason and Bernice Bing
415/776-8133 or 771-6545
City & C/All/Art

19. Teacher Learning Center
500 Corbett Avenue
San Francisco, California 94114
Nancy Mayeda
415/864-1575
SD/K-12/Gen

20. Spolin Theatre Game Center
6600 Santa Monica Boulevard
Hollywood, California 90038
Bradley Bernstein
213/465-6056

21. Teachers' Active Learning Center/Teacher Shelter
Oakland Unified School District
1025 2nd Avenue
Oakland, California 94606
Amity B. Buxton
415/836-2622,x878
R/Pre-Sch-Univ/Sci

22. Teaching Resources Center
University of California, Davis
Davis, California 95616
Kathleen M. Fisher

23. The Exploratorium
3601 Lyon Street
San Francisco, California 94123
Frank Oppenheimer
415/563-7337

24. The Teachers' Center
PO Box 81594
San Diego, California 92138
Leonard Warren
714/287-8133
C/K-9/Math

COLORADO

1. Jeffco Arts in Education
   Arts Resource Center
   1209 Quail Street
   Lakewood, Colorado 80215
   Jim Allison

2. Mt. View Center
   University of Colorado
   1511 University Avenue
   Boulder, Colorado 80309
   David Hawkins
   303/492-8421

3. San Juan Board of Cooperative Services
   Miller Student Center
   Fort Lewis College
   Durango, Colorado 81301
   Bill Pugh

CONNECTICUT

1. Center for Open Education
   University of Connecticut
   Storrs, Connecticut 06208
   Vincent Rogers

2. Connecticut Staff Development Council
   1450 Whitney Avenue
   Hamden, Connecticut 06247
   Robert Avery

3. Creative Resource Center
   61 Durant Terrace
   Middletown, Connecticut 06457
   Betty Turco
   203/347-4613
   MD/Pre-Sch thru 12/TM Mat

4. Institute on Open Education
   University of Hartford
   200 Bloomfield Avenue
   West Hartford, Connecticut 06117
   Edward Weinswig and Marilyn Schaffer

5. Project Rise
   Regional Inservice Education
   5 South Main Street
   Colchester, Connecticut 06415
   Peter Martin
   203/537-2117

6. Staff Development Center
   Stamford Public Schools
   1500 High Ridge Road
   Stamford, Connecticut 06903
   Pauline S. Rauh
   203/358-4312
   SD/K-12/Gen

7. Teachers' Center at Fairfield
   309 Barberry Road
   Southport, Connecticut 06490
   Beva Kallick
   203/255-5411, x692
   S&C/K-12/EE, Op Ed, EC, Muse, Alt

8. The Bristol Teacher Center
   Bristol Eastern High School
   Bristol, Connecticut 06010
   Leonard R. Lewandoski

9. The Teacher Center
   425 College Street
   New Haven, Connecticut 06511
   Corinne Levin
   203/776-5987

10. Westport Teachers' Center
    150 Riverside Center
    Westport, Connecticut 06880
    Phillip Woodruff
    203/227-8451, x216
    MD/K-12/Gen

DISTRICT OF COLUMBIA

1. Advisory & Learning Exchange
   1101 15th Street, N.W., Suite LL70
   Washington, D.C. 20036
   Brenda Strong Nixon
   202/872-1220
   R/K-12 & PS/Teach Ed

2. Bishop Spence Center
Catholic University
Marist Building, Room 15
620 Michigan Avenue, N.E.
Washington, D.C. 20017
Claire M. Helm
202/832-0567
SD/K-12, St Teach/Teach Ed, Gen

3. Center for Education Advancement
Presidential Building, Room 900
415 12th Street, N.W.
Washington, D.C. 20004
James Taylor

4. Instructional Development Institute
Educational Media Center
Twining Building
3rd & N Streets, N.W.
Washington, D.C. 20001
Walter Brooks

5. Response to Educational Needs Project
2250 Railroad Avenue, S.E.
Washington, D.C. 20020
M. Julian West

6. Teacher Centered Professional Development
National Education Association
1201 16th Street, N.W.
W Washington, D.C. 20036
Donald L. Carothers
202/833-4337
S & R/All Grades/

7. Teacher Education Center
Whittier Elementary School
5th & Sheridan Streets, N.W.
Washington, D.C. 20011
Alice Butler

8. The Portal School
Langley Jr. High School
1st & T Streets, N.E.
Washington, D.C. 20002

FLORIDA

1. Alachua County Teacher Education Center
1817 E. University Avenue
Gainesville, Florida 32601
Faye Cake
904/373-5192, x297
C/Pre-S, K-12/Gen

2. Brevard Inservice Teaching Center
905 Pineda Street
Cocoa, Florida 32922

3. Collier County Teacher Education Center
3710 Estey Avenue
Naples, Florida 33942
Herbert V. Cambridge
813/774-3460
SD/K-12/N Asses

4. Florida Mideastern Teacher Education Center
1800 Sough 13th Street
Ft. Pierce, Florida 33450
Jean Horton
305/465-9968
MD/K-12

5. Staff Development & Teacher Education Center
205 4th Street, S.W.
Largo, Florida 33540
Ward Thomas
813/585-9951
C/K-12 & A/None

6. Southwest Florida Education Center
3308 Canal Street
Fort Myers, Florida 33901
G. Weaver Hipps
813/334-1102 or 694-3469
MD/Pre-S thru A/

7. Teacher Education Center
Drawer 70
Apalachicola, Florida 32320
Clinton Bankester
904/653-8836

8. Teacher Education Center
PO Drawer 1460
Arcadia, Florida 33821
Jess A. Blanton
813/494-4222

9. Teacher Education Center
PO Box 391
Bartow, Florida 33830
James Mills
813/533-3101
C/K-12/

10. Teacher Education Center
314 East Central Avenue
Blountstown, Florida 32424
Andrew Ramsey
904/674-8734

11. Teacher Education Center
College of Education
Florida Atlantic University
Boca Raton, Florida 33432
Wayne H. Duncan
813/382-1120, x230
MD/K-12/In

12. Teacher Education Center
Holmes County School Board
201 North Oklahoma
Bonifay, Florida 32425
Evelyn Swindle
904/547-2761
C/K-12/

13. Teacher Education Center
PO Box 428
Bristol, Florida 32321
E. Moody Eldridge
904/643-6553

14. Teacher Education Center
PO Box 647
Chipley, Florida 32428
Rodney Harrison
904/638-4131
MD/K-12/

15. Teacher Education Center
PO Box 787
Clewiston, Florida 33440
Ernest R. Redish
813/983-8344

16. Teacher Education Center
PO Box 272
Defuniak Springs, Florida 32433
Hilda Coursey
904/892-3214

17. Teacher Education Center
2909 Delaware Avenue
Ft. Pierce, Florida 33450
Hazel Jordon
305/464-8220

18. Teacher Education Center
120 Lowery Place
Ft. Walton Beach, Florida 32548
William D. Huddleson
904/244-2161
C/K-12/

19. Teacher Education Center
25 S.E. 2nd Place
Gainesville, Florida 32601
Marilyn Thursby
904/373-5192

20. Teacher Education Center
Pinellas County
19930 Gulf Boulevard, Box 855
Indian Rocks Beach, Florida
33535
Mary F. Zeph
813/596-0586

21. Teacher Education Center
PO Box 370
Kissimee, Florida 32741
Walter G. Watkins
305/847-3147
C/K-12/

22. Teacher Education Center
PO Box 787
LaBelle, Florida 33940
John Goins
813/675-0445

23. Teacher Education Center
PO Drawer 809
Marianna, Florida 32446
Gladys N. Williams
904/482-7494

24. Teacher Education Center
Glades City Board of Public Institutes
Moore Haven, Florida 33471
Lester Mench
813/946-2931

25. Teacher Education Center
304 N.W. 2nd Street, Room 10
Okeechobee, Florida 33472
John Kinsaul
813/763-3157

26. Teacher Education Center
PO Drawer 820
1819 Lindon Avenue,
Building A
Panama City, Florida 32401
Clarence D. Pilcher
904/769-1431
R/K-12 & A/Res Mat

27. Teacher Education Center
University of West Florida
Pensacola, Florida 32504
Billy J. Williams

28. Teacher Education Center
PO Box G
Port St. Joe, Florida 32456
Laura Geddie
904/229-6122

29. Teacher Education Center
1016 Education Avenue
Punta Gorda, Florida 33950
Patricia Glaser
813/639-2121

30. Teacher Education Center
2418 Hatton Street
Sarasota, Florida 33597
Don Spivey
813/958-8831, x304

31. Teacher Education Center
426 School Street
Sebring, Florida 33870
Dan Davis
813/334-1102

32. Teacher Education Center
Westside Elementary School
715 Applegate Drive
Springhill, Florida 33512
Roger Landers

33. Teacher Education Center
500 East Ocean Boulevard
Stuart, Florida 33494
Eugene C. Debus
305/287-6400, x120

34. Teacher Education Center
2757 West Pensacola
Tallahassee, Florida 32304
James M. Croteau
904/576-8111
SD/K-12, PS & A/Pre, In

35. Teacher Education Center
College of Education
Florida State University
Tallahassee, Florida 33206
Philip R. Fordyce

36. Teacher Education Center
College Of Education
University of Southern Florida
Tampa, Florida 33620
Ray Urbank
813/974-2100
R/K-12/I Imp

37. Teacher Education Center
PO Box 2648
Vero Beach, Florida 32960
Samuel A. Hunter
305/567-7165

38. Teacher Education Center
PO Box 757
Wauchula, Florida 33873
Marianne Spears
813/773-9058

GEORGIA

1. Atlanta Area Center for Teachers
Mercer University in Atlanta
3000 Flowers Road, South
Atlanta, Georgia 30341
Howard H. Knopf
404/455-9108
R/K-12/TM Mat

2. Atlanta Area Teacher Education Service
Emory University
Atlanta, Georgia 30322
Charles Franzen
404/634-7033
R/Teach In/

3. Clayton County Teacher Education Center
Division of Curriculum & Instruction
Georgia State University
Atlanta, Georgia 30303
Larry Parker

4. DeKalb County Student Teaching Center
DeKalb County Board of Education
DeKalb County Courthouse
Decatur, Georgia 30030
John Coley

5. Staff Development Institutional Service Center
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315
Mae Armster Christian

IDAHO

1. Teacher Renewal Center
Highland Fallout Shelter
1207 West Fort Street
Boise, Idaho 83702

2. Teacher Resource Center
502 West Curling Drive
Boise, Idaho 83702
Beth Chadbourne

ILLINOIS

1. Arlington Heights Teacher Center
Wilson School
15 East Palatine Road
Arlington Heights, Illinois 60004
Barbara Sirotin
312/398-4200

2. Belleville Area Teachers' Center
25 South 9th Street
Belleville, Illinois 62221
Thomas C. O'Brien
618/692-2118
City/Pre-S thru 12/Cog Dev

3. Center for Inner City Studies
Northeastern Illinois University
700 East Oakwood Boulevard
Chicago, Illinois 60635
Elizabeth T. Wood
312/268-7500

4. Clinton County Instructional Material Center
Courthouse
Carlyle, Illinois 62231
Jim Sprengel
618/526-4214
C/K-12/

5. Education Resource Center
3171 North Halsted
Chicago, Illinois
Diane Sautter
312/935-1151

6. Learning Resource Service
Morris Library (Basement-Room 8)
Southern Illinois University-Carbondale
Carbondale, Illinois 62901
Donald Winsor
217/384-3680

7. McKinley Park Staff Development Center
Adler
Joilet, Illinois 60433
815/723-2235

8. Nettelhorst Project
Nettelhorst School
3252 North Broadway
Chicago, Illinois 60657
Daniel R. Scheinfield
312/472-6678

9. Professional Development Center
Crete-Monee School District, 201-U
North Street
Crete, Illinois 60417
Ronald Falbe
312/672-5113
SD/K-12/Psy, Cm, I Com

10. Chicago Public Schools North
Professional Development & Resources Center
2107 North Magnolia
Chicago, Illinois 60614
Al Sterling
312/549-3810

11. Chicago Public Schools South
Professional Development & Center
7935 South Honore
Chicago, Illinois 60620
312/874-9300

12. Chicago Public Schools West
Program Development and Resource Center
4209 West 45th Street
Chicago, Illinois 60632
Roy Schieid
312/254-8550

13. Project Renewal
1444 Main Street
Quincy, Illinois 62301
217/223-8700

14. Ridge School
650 Ridge Avenue
Elk Grove Village, Illinois 60007
312/593-4300

15. Riverside Resource Center
240 South Franklin
Decatur, Illinois 62521
217/424-3091

16. School-Community Resource Center
315 South Main Street
Wheaton, Illinois 60187
Mrs. Ada Young
312/682-2195

17. Self-Renewal Center-Media Resource Center
Wheeling District 21
999 Dundee Road
Wheeling, Illinois 60090
Larry Chase
312/537-8270

18. Teacher Curriculum Work Center
Hyde Park Y.M.C.A.
1400 East 53rd Street
Chicago, Illinois 60615
Susan Carpenter
312/955-1329

19. Teacher Learning Center
2500 Dempster Avenue
Des Plaines, Illinois 60016
Barbara Tafelski
312/297-0822

20. Teacher-Operated Teacher Center
Glenview District 34
1401 Greenwood Road
Glenview, Illinois 60025
Cheryl Christensen
312/724-7000, x28

21. Teacher Reacher, District 59
2123 South Arlington Heights Road
Arlington Heights, Illinois 60005
312/593-4300

22. The Teacher Center Project
Southern Illinois University
Box 49
Edwardsville, Illinois 62026
Thomas C. O'Brien
618/629-2118

23. The Jewish Teacher Center
161 Green Bay Road
Wilmette, Illinois 60091
Dolores Solvy
312/251-6950
City/K-12/Eth St

24. Upper Mississippi River Eco Center
(Teacher inservice and field trip service)
Thomson, Illinois 61285
815/259-3282

INDIANA

1. Ball State University
Teachers College
Buris Lab Dept.
Muncie, Indiana 47304

2. Indiana University at Bloomington
Indiana Regional Math Consortium
Bloomington, Indiana 47401

3. Science & Mathematics Curriculum
Exploration Center
618 Franklin Square
Jeffersonville, Indiana 47130
Kenneth Potts & Tom Pagan
812/282-8491
R/K-12/Sci & Math

4. University of Indiana
Mathematics Education Development Center
814 E. 3rd Street
Bloomington, Indiana 47401

IOWA

1. Educational Service Center
346 Second Avenue, S.W.
Cedar Rapids, Iowa 52404

2. The Centering Place
Department of Education
Graceland College
Lamoni, Iowa 51040
Robert Johnson
515/784-3311
MS/In, Gen, Pre

KANSAS

1. Community Learning Center
1204 Oread Avenue
Lawrence, Kansas 66044
Bob Hubert
913/841-3122
R/K-12, PS A/Par Ed, Env Ed

2. Murdock Teacher Center
Wichita Public Schools
670 North Edgemoor
Wichita, Kansas 67208
Allen W. Mills
316/682-1565
SD/K-12/LA, Sci, Math, SS

LOUISIANA

1. Center for Innovative Teaching
   McDonough No. 6
   4849 Chestnut Street
   New Orleans, Louisana 70115
   Michael E. Jolley
   504/899-5642 or
   288-6561, x218

2. Center for Educational Improvement
   New Orleans Public Schools
   4100 Touro Street
   New Orleans, Louisiana 70122
   Henry Marks
   504/288-6561 x215

3. Teacher Resource Service
   904 Orange Street
   New Orleans, Louisiana 70130
   Gail Swann
   504/561-5800
   SD/K-12/Rec Mat & CD

MAINE

1. Teacher Education Renewal Program
   Maine School Administrative District No. 3
   Unity, Maine 04988
   David Dey

MARYLAND

1. Charles County Teacher Education Center
   3402 Curtis Drive #104
   Hillcrest Heights, Maryland 20023
   Frieda J. McArthur

2. Charles County Teacher Education Center
   7605 Riverdale Road, #416
   New Carrollton, Maryland 21025
   Paula Goeller
   301/577-7711

3. Charles County Teacher Education Center
   SR #1, Box 99
   Prince Frederick, Maryland 20678
   Nita Patter

4. Howard County Secondary Teacher Education Center
   9410 Kilamanjara Road
   Columbia, Maryland 21045
   F. Fritchard
   301/596-4154

5. Howard County Teacher Center
   University of Maryland
   7000 Brooks Road
   Highland, Maryland 20777
   P. Parrish
   301/286-2360

6. Howard County Teacher Education Center
   9040 Town & Country Boulevard
   Ellicott City, Maryland 21043
   Cheryl Winder

7. Northern Teacher Education Center
   University of Maryland-Howard County
   St. John's Elementary School
   2960 St. John's Lane
   Ellicott City, Maryland 21043
   Anne M. Bianchi
   301/465-1455

8. Teacher Education Center
   5418 Killingsworth Way
   Columbia, Maryland 20014
   Frank Lyman
   301/730-8222
   C/K-5/Gen

9. Teacher Education Center
   Shool of Education
   Towson State University
   Towson, Maryland 21204
   Chandler Barbour

10. Teacher Education Centers
University of Maryland
Baltimore County Campus
Catonsville, Maryland 21228
David Young
301-455-2377
R/K-12/CD

11. Baltimore Urban Teacher
Education Center
23rd & Calvert Streets
Baltimore, Maryland 21218
Charles Brown

MASSACHUSETTS

1. Amherst Elementary Staff
Development Program
Amherst Regional School
District
Chestnut Street
Amherst, Massachusetts 01002
Robert Murphy

2. Amherst Secondary Staff
Development Program
Amherst Regional School
District
Chestnut Street
Amherst, Massachusetts 01002
John Heffley
413/549-3710
SD/7-12/Adol, Mgt L, In

3. District VI Resource Center
University of Massachusetts
Harbor Campus
Dorchester, Massachusetts 02125
Geraldine E. Tilley
617/287-1900, x2388
MD/K-12/B Sk, Diss, Par-Ed

4. Educational Development Center
EDC-Follow Through Project
55 Chapel Street
Newton, Massachusetts 02160
George E. Hain

5. Greater Boston Teachers Center
129 Mt. Auburn Street
Cambridge, Massachusetts 02138
Edward Yeomans
617/876-2790

6. Hampshire Educational
Collaborative
South Amherst School
Amherst, Massachusetts 021002
William E. Allen
413/256-8869
MD/K-12/Gen

7. Institute for Learning &
Teaching
University of Massachusetts
Boston, Massachusetts 02215
Jim Case

8. North Shore Education Center,
Inc.
Resource/Recycle
25 Sohier Road
Beverly, Massachusetts 01915
Julie Besser
617/922-0071
R/N+K-12/Rec Mat

9. Pittsfield Teacher Center
Central Annex
Second Street
Pittsfield, Massachusetts 01201

10. Teacher Center Brookline
88 Harvard Street
Brookline, Massachusetts 02146
Muffy Paradise
617/734-1111, x319
SD/K-12/

11. Teacher Education Center
Hanscom Field
Hanscom Public School
Bedford, Massachusetts 01730
Ricky Carter

12. Teacher Education Center
The Children's Museum
Jamaicaway
Boston, Massachusetts 02130
Jim Zien
617/522-4800

13. Teacher Education Center
Follow-Through Project
1700 Cambridge Street
Cambridge, Massachusetts 02140
Marjorie Gatchell

14. Teacher Education Center
MATE Project
Clark University
Worcester, Massachusetts 01610
Sal Cohen

15. Teacher Education Council
School of Education
University of Massachusetts
Amherst, Massachusetts 01002
Richard Clark

16. The Integrated Day Program
School of Education
University of Massachusetts
Amherst, Massachusetts 01002
Marsha R. Rudman
Mason Bunker and
413/545-3121
MS/K-12/Gen

17. The Teacher Center
460 Talbot Avenue
Dorchester, Massachusetts
02144

18. Workshop for Learning
Things, Etc.
5 Bridge Street
Watertown, Massachusetts 02172
George Cope
617/926-1160

MICHIGAN

1. East Michigan University
Spard
Ypsilanti, Michigan 48197

2. Regional Teacher Center
Michigan State University
518 Erickson Hall
East Lansing, Michigan 48823
J. Bruce Burke

3. Region 12 Professional Development Center
PO Box 2025
1819 E. Milham Road
Kalamazoo, Michigan 49003
Ronald Sergeant
616/381-4620
MD/K-12/

4. Teacher Education Center
College of Education
Michigan State University
East Lansing, Michigan 48823
Henry Kennedy
517/355-1713
C/K-12/In

5. The Detroit Center for
Growth & Development
Wayne State University
Detroit, Michigan 48202
Jessie Kennedy
313/577-1684
SD/K-12/Read, Math

MINNESOTA

1. Minneapolis Teacher Center
University of Minneapolis
2605 Silver Lane, N.E.
Minneapolis, Minnesota 55421
Ken Howey
612/373-9736
S, C, & SD/K-12/Pre, In

2. MPS/UM Teacher Center
University of Minneapolis
155 Pelk Hall
159 Pillsbury Drive, S.E.
Minneapolis, Minnesota 55455
Frederick V. Hayen
612/376-4580
SD & S/K-12 & HE/Pro Sol, Diss

3. Teacher Education Center
S.W. Minnesota State College
Marshall, Minnesota 56258

MISSOURI

1. Oldham Education Center
14220 East 35th Street
Independence, Missouri
Joyce Gallagher
816/833-0042
SD/K-12/Gen

2. St. Louis Area Teachers' Center
New City School
Waterman at Lake
St. Louis, Missouri 63108
Thomas C. O'Brien

3. Teacher Education Center
Walnut Grove School
1248 N. Florissant Road
Ferguson, Missouri 63135
Sarah D. Caldwell
314/595-2369 or 2370
SD/K-12/In, CD

4. The Education Confederation
4501 Westminster Place
St. Louis, Missouri 63108
Robert P. Mai
315/367-2112

5. The Learning Center
4505 Westminster Place
St. Louis, Missouri 63108
Emily Richards
314/361-1908
R/K-8, 9-12, Day Care, Head Start/La, Math, SS

6. The Learning Exchange
2720 Walnut
Kansas City, Missouri 64108
Dan Gager
816/471-0455
R/TR/

MONTANA

1. Montana Council of Teachers in Math
Columbus High School
Columbus, Montana 59019
Dan Dolan
406/322-5373
S/K-12/Math

NEBRASKA

1. Teacher Education Center
The McPhee Elementary School
820 South 15th Street
Lincoln, Nebraska 68508
Ann Christensen

2. Teacher Eduation Center
CUTE Program
3902 Davenport Street
Omaha, Nebraska 68131
James Swick

NEVADA

1. Foresta Institute
Environmental Education
6205 Franktown Road
Carson City, Nevada 89701
Marla Painter
702/882-6361
S/Pre.Sch-12/EE

2. Teacher Education Center
Western State Small Schools Project
State Deparment of Education
Carson City, Nevada 89701
Herbert Steffens

NEW HAMPSHIRE

1. Regional Center for Educational Training
   45 Lyme Road
   Hanover, New Hampshire 03755
   Delmar Goodwin
   603/5666
   S/K-12&PS

2. Teacher Education Center
   Department of Education
   University of New Hampshire
   Durham, New Hampshire 03824
   Michael Andrew

3. Teacher Education Center
   North Country Educational Services
   Gorham, New Hampshire 03581
   Leon Lakin
   603/466-2090
   R/K-12/In, Media

4. Teacher Learning Center
   84 Hanover Street
   Lebanon, New Hampshire 03766
   John Garipy
   603/448-3797

NEW JERSEY

1. Education Improvement Center
   Glassboro-Woofbury Road
   PO Box 426
   Pitman, New Jersey 08071
   Paul Winkler
   609/589-3410
   MD/All Grades/Res, In, CD

2. Educational Improvement Center
   Halko Drive
   Cedar Knolls, New Jersey 07927
   Thomas S. Hamill
   201/539-0331
   MC/

3. Educational Improvement Center
   50 Kale Drive
   Hightstown, New Jersey 08520
   Thomas J. Rookey
   609/448-0484
   MC/

4. Teacher Education Center
   Trenton State College
   Trenton, New Jersey 08625
   Bernard Schwartz

5. The Center for Open Education
   Tenafly, New Jersey 07670
   Suzanne M. Spector
   201/871-3322
   MS/K-12/Hum Ed, Open Ed

6. The Wednesday Program
   Princeton Regional Schools
   PO Box 711
   Princeton, New Jersey 08540
   Kathleen Deben

7. Woodbridge Township School District
   Project Moppet
   Indiana Avenue School
   Iselin, New Jersey 08830
   Alfred D. Kohler
   201/283-0330
   S, C/K-12/Gen

NEW YORK

1. Bayshore Teacher Center
   Bayshore Jr. High School
   393 Brook Avenue
   Bayshore, New York 11706
   Bill Fibkins
   516/665-1700, x296
   City/K-12/Net, Comm I

2. Career Planning Center
   Pace University
   41 Park Row
   New York, New York 10038

3. Center for Environmental Studies
675 W. 252nd Street
Bronx, New York 10471
William Bett

4. Community Resources Institute
Brooklyn College
240 W. 98th Street
New York, New York 10025
Ann Cook and Herbert Mack
212/666-3758
MC/K-12 & AE/Child Cent, Ind Ed, LA, SS, T & Eval, CD

5. Creative Teaching Workshop
115 Spring Street
New York, New York 10012
Floyd Page
212/431-7710

6. District 2 Teacher Center
PS 3
490 Hudson Street
New York, New York 10014
Blossom Gelernter
212/698-1273
SD & City/Pre-K-9/CD, Learn Th, CM

7. G.A.M.E.
260 West 86th Street
New York, New York 10025
Bette Korman
212/877-4027
City/K-9, HS & C/CD

8. Grassroots Teacher-Parent Resource Center
Cornish Hall C32
SUNY at Cortland
Cortland, New York 13045
Peg Hasch
607/753-2705

9. Learning Center
Fordham University of Lincoln Center
113 West 60th Street
Room 1024
New York, New York 10023
Elaine J. Schwartz
212/956-8159 or 6307
/K-9/Gen

10. PAF Youth Theatre Center
Arts in Education
97 Little Neck Road
Centerport, New York 11721
City/K-12/Art, Aes Ed

11. Metropolitan Center for Educational Development
275 West 11th Street
New York, New York 10014
James Lerman
212/989-2220
S/K-12/I Imp

12. Project Change
SUNY at Cortland
Cortland, New York 13045
Thomas Lickona
Central NY/K-8/Op Ed, Mor Ed

13. Syracuse-Jamesville-DeWitt Center
Moses DeWitt School
Jamesville Road
DeWitt, New York 13214
Gary R. Wright
315/446-1512
SD/K-12/Prof Dev

14. Syracuse Urban Teaching Center
Syracuse Mall
200 Slocum Hall
Syracuse, New York 13201
Frederick Volp
SD/K-12/Prof Dev

15. Teacher Center at Hunter College
Room 518, Hunter College
695 Park Avenue
New York, New York 10021
Lois A. Berlin
212/570-5433
City, D/K-12/Math, Sci, Bil Ed, G&T, Sp Ed

16. Teacher Center for the Education of the Gifted and Talented
Hunter College Campus School
94th Street & Park Avenue
New York, New York 10021
NYC/K-12/G&T, Sp Ed

17. Teacher Education Center
614 Middle Neck Road
Great Neck, New York 10023
Diane Parker
516/482-8560, x276
SD/Pre-K-12/Gen

18. Teacher Education Research Center
State University College
Fredonia, New York 14063

19. Teachers, Inc.
2700 Broadway
New York, New York 10014
James Wiley

20. Teacher Center
United Federation of Teachers
260 Park Avenue South
New York, New York 10025
Eugenia Kemble

21. The Cooperative Continuum of Education
a-208: 715 Ocean Terrace
Staten Island, New York 10001
Edward L. Brennan
212/390-7672

22. West Genessee Teaching Center
Stonehedge School
5410 W. Geneso Street
Camillus, New York 13031
Gwendolynne Yarger
315/487-4642
SD/K-12/Prof Dev

23. Workshop Center for Open Education
City College School of Education
Convent Avenue & 140th Street
New York, New York 10031
Lillian Weber
212/368-1619
City/K-12/Sci, Math, LA, SS

NORTH CAROLINA

1. Appalachian State Teaching Center
College of Learning and Human Development
Appalachian State University
Boone, North Carolina 28608

2. Caldwell/Catawba Teaching Center
PO Drawer 1590
Lenoir, North Carolina 28645
Margaret Gragg
704/754-5381, x24
MC/K-12 & St Teach/IM

3. Isabella Wyche School Center
206 S. Poplar Street
Charolette, North Carolina 28202

4. Staff Development Center
Durham City Schools
Durham, North Carolina 27703
Jeanne H. Lucas
919/688-2361, x278
C/Pre-K-12/In

5. Teaching/Learning Center
Charlotte/Mecklenburg Schools
701 East 2nd Street
PO Box 149
Charlocte, North Carolina 28230
Robert J. Gibson
919/372-8620
SD/K-12/Gen

6. Wilkes Area Teaching Center
306-D Street
North Wilkesboro, North Carolina 28659
John Deason
919/667-6109
MC/K-12/St Teach, In

7. Winston-Salem/Forsyth Teaching Center
Whitaker Elementary School
Buena Vista Road
Winston-Salem, North Carolina 27104

NORTH DAKOTA

1. Center for Teaching and Learning
University of North Dakota
Grand Forks, North Dakota 58201
Vito Perrone
701/777-2674
S/K-12/CD

2. Teacher Education Center
Grand Forks Public Schools
Grand Forks, North Dakota 58201
Gordon York
701/775-3311
City/K-12/

3. Teacher Education Center
North Dakota State University
Fargo, North Dakota 58102

OHIO

1. Carver Teacher Education Center
University of Toledo
Room 226, University Hall
Toledo, Ohio 43606

2. Cleveland Area Center for Educational Personnel Development
Cleveland Board of Education
1380 East 6th Street
Cleveland, Ohio 44114
SD & C/K-12/

3. Greater Cleveland Teacher Center
Noble Schol
1293 Ardoon Road
Cleveland Heights, Ohio 44121

4. Greater Cleveland Teacher Center for Informal Education
PO Box 21383
University Heights, Ohio 44121
Penny Buchanan
216/371-7124
C/Pre-S-8 & St Teach/Gen/
Child Cent

5. Instructional Materials Center
University of Toledo
Old Orchard School
2402 Cheltenham Road
Toledo, Ohio 43606
Nanci Lucas
419/536-1954
MD/K-8/Ind Ed, G&T

6. Teacher Education Center
Room 1326, University Tower
21st and Euclid Avenue
Cleveland, Ohio 44115

7. Teacher Education Center
Kent State University
Education Building, Room 413
Kent, Ohio 44240
Charles Nichols
216/672-2929
SD/12/VE

8. Teacher Education Center
Ohio State University
1885 Neil Avenue, Room 122
Columbus, Ohio 43210

9. Teacher Education Center
University of Cincinnati
230 East 9th Street
Cincinnato, Ohio 45202

10. Teacher Education Center
Wright State University
7751 Colonel Glenn Highway
Dayton, Ohio 45431

OKLAHOMA

1. Aesthetic Educational Learning Center
Oklahoma City University
N.W. 23rd & N. Blackwelder
Oklahoma City, Oklahoma 73106
Claire Jones
405/521-5123
City/K-12, PS/Aest Ed

2. Oklahoma Coop for Clinical Experience in Teacher Education
PO Box 45208
Tulsa, Oklahoma 74145
John Dewell
918/743-3381, x325
SD/Pre-S, K-12/Gen

3. On Site Project
Oklahoma State University
103 Gunderson Hall
Stillwater, Oklahoma 74074
Donald Myers
405/624-6346
SD/K-8/Gen

4. Teacher Education Center
University of Oklahoma
College of Education
Norman, Oklahoma 73069
403/325/1081
SD/K-6/St Teach

OREGON

1. Model Teacher Center
Portland State University
Portland, Oregon 92707

2. Staff Development Center, Inc.
South Umpqua S.D. #19
PO Box 970
Myrtle Creek, Oregon 97457
Joseph A. Lucas
503/863-5657
S/K-12/Gen

3. The Teacher Works
2136 N.E. 20th Avenue
Portland, Oregon 87207
Trudy Johnson
503/287-7696
N/K-12/

4. Teaching Research
Oregon College of Education
Todd Hall
Monmouth, Oregon 97361
H.D. Bud Frederick
503/838-1220, x401
S, C, D/K-12/Sp Ed, Gen

PENNSYLVANIA

1. Ways & Meaning Place at Boas School
260 Forster Street
Harrisburg, Pennsylvania 17102
Bill Thompson and
Wayne Ramirez
717/255-2527
S/K-12/Art

2. Advisory Center
Oulter and Morris Streets
Philadelphia, Pennsylvania 19144
Marie Trevalon and
Edith Klausner
215/849-7149
SD/K-12/Gen

3. Philadelphia Teacher-Parent Center
16th and Lombard Streets
Philadelphia, Pennsylvania 19146
Julia Grove
215/732-3205
SD/Pre-S thur 12/

4. Carnege-Mellon University
Carnege Education Center
Schenley Park
Pittsburgh, Pennsylvania 15213
Anthony M. Renna
412/621-2600, x289
MC/7-12/SS,S Sci, Hist

RHODE ISLAND

1. Rhode Island Teacher Center
Rhode Island Department of Education
25 Hayes Street
Roger Williams Building
Providence, Rhode Island 02908
Edward Dembruch
401/277-2697
S/Pre-12/Gen

TEXAS

1. Abilene Teacher Center
   Drawer E
   Abilene, Texas 79601
   Jack Longbotham
   915/677-1911

2. Austin CBAM Project
   University of Texas
   Research and Development Center
   Teacher Education
   Austin, Texas 78712
   Gene Hall
   N/K-HE/CD

3. Austin Cooperative
   Education Center
   AAT 42 East Avenue
   Austin, Texas 78701
   Jerry Tebs
   SD/K-12/

4. Birdie Alexander
   Teacher Education Center
   East Texas University
   Dallas, Texas 75202
   William Harlan

5. Brazes Valley Cooperative
   Teacher Education Center
   Education Department
   Texas A and M
   College Station, Texas 77843
   John E. Morris
   713/845-6811
   MD/K-12/

6. Dallas Teacher Education Center
   Box 13367 NT Station
   Denton, Texas 76203

7. Education Service Center
   1550 N.E. Loop 410
   San Antonio, Texas 78209
   Dwain Estes
   214/828-3551, x202

8. Houston Teacher Center
   University of Houston
   Houston, Texas 77004
   W. Robert Houston
   713/749-3621
   City/K-12&HE/

9. H. S. Thompson
   Teacher Education Center
   Bishop College
   Dallas, Texas 75241
   Eva P. Lewis

10. H. W. Longfellow
    Teacher Education Center
    N. Texas State University
    Dallas, Texas 76203
    Wesley Earp

11. Lamar Teacher Center
    Lamar University
    Box 10034
    Beaumont, Texas 77710
    Lee Self
    /838-7717
    R/K-12/In

12. Laredo Teacher Center
    Texas A&I University at
    Laredo
    Box 537
    Laredo, Texas 78040
    Hal Kanter
    City/K-12/

13. North Dallas Teacher
    Education Center
    Dallas Independent School
    District
    3700 Ross Avenue
    Dallas, TExas 75204
    Joe N. Pitts
    214/824-1620, x261
    SD/K-12/

14. Teacher Center
    Sam Houston State
    School of TEacher Education
    Huntsville, Texas 77340
    Carl L. Harris
    713/295-6211, x2822
    S/K-12/

15. South Plains Teacher
    Education Center
    Texas Tech University
    PO Box 4560
    Lubbock, Texas 79409
    Bettye Johnson

16. Teacher Center
Houston Baptist
7502 Fondren
Houston, Texas 77036
John Lutjemier

17. Teacher Center
S.W. Union College
Keene, Texas 76059

18. Teacher Center
Texas Christian University
1600 W. Felix
Ft. Worth, Texas 76115

19. Teacher Center
University of St. Thomas
3812 Montrose
Houston, Texas 77006
Anna Dewald
713/522-7911
MD/K-12/Gen

20. Teacher Center
University of Texas
Green Center #3
PO Box 688
Richardson, Texas 75080
Robert E. Fielder

21. Teacher Development
Texas Southern University
3201 Wheeler Hall
Houston, Texas 77004
W. R. Strong
713/527-7334
S/K-12/CBE

22. Teacher Education Center
3210 W. Lancaster
Ft. Worth, Texas 76107
Jo Mosley
817/737-9981
SD/K-12&HE/Pre

23. Teacher Education Center
Cen-Tex, School of Education
Baylor University
Waco, Texas 76703
L. V. McNamee

24. Teacher Education Center
College of Education
University of Texas
El Paso, Texas 89968
Jorge DeCamps
915/747-5586
C/K-12/Pre

25. Teacher Education Center
Department of Education
Alpine, Texas 79830
Richard Bain

26. Teacher Education Center
East Texas State at
Texarkana
PO Box 5518
Texarkana, Texas 75501
Carlton Robardey

27. Teacher Education Center
J. C. College
Hawkins, Texas 75765
Jarvis Christian

28. Teacher Education Center
Mid Center
1203 Pioneer Parkway
Arlington, Texas 76010
Rosa Vernon

29. Teacher Education Center
Mid Coast
University of Houston,
Victoria Campus
2302 C.E. Red River
Victoria, Texas 77901
Robert Brown
C/K-12/Pre

30. Teacher Education Center
Texas A&I University
Box 196
Kingsville, Texas 78363
William Sanford

31. Teacher Education Center
Texas Luthern College
Box 3502
Seguin, Texas 78155
Harold Prochnow

32. Teacher Education Center
Texoma Coop
Austin College
Sherman, Texas 75090
Dean Batt
214/892-9101, x326
S/K-12/

33. Texas College Teacher Center
Prarie View A&M
PO Box 2822
Prarie View, Texas 77445
H. G. Hendricks

34. Teacher Education Center
West Texas State University
Canyon, Texas 79015
Jim Kidd

35. Texas College Teacher Center
Texas College
Tyler, Texas 75701
David Johnson

36. Texas Eastern Teacher Center
School of Education and Psychology
Tyler, Texas 75701
Joanna Martin
214/566-1471
SD/K-12/

37. Tyler Teacher Center
Stephen F. Austin
State University
Box 3023
Nacagdoches, Texas 75961
Ralph Eddins

38. Texas Center for the Improvement of Educational Systems
6104 Tracor Lane
Austin, Texas 78721
Kyle Killough

39. University of Houston
Cleak Lake
Suite 2-616-5
2700 Bay Area Boulevard
Houston, Texas 77508
Nancy Boze
MD/K-12/Cert

40. Waxahachie Advisory & Media Center
Waxahachie Independent School District
PO Box 977
Waxahachie, Texas 75165
Franklin Jett
214/937-5705

41. Williamson County Coop
Southwestern University
Georgetown, Texas 78626
William Sikes
512/863-6511
C/K-12&HE/Gen

UTAH

1. Teacher Center
Weber State College
Ogden, Utah 84403
Blair Low

2. Teacher Education Center
Brigham Young University
Provo, Utah 84601
Eldon Puckett

VERMONT

1. Access Education Center
Washington West School District
RFD #1, Box 53-E
Moretown, Vermont 05660
Polly W. Gazley
802/244-8100

2. A Place to Learn
University of Vermont
Waterman Building
Burlington, Vermont 05401

3. Brattleboro Teacher Resource Center
Curriculum Materials Workshop
Green Street School
Brattleboro, Vermont 05301
Bob Watrous and
Cope Craven

4. Curriculum Workshop
Molly Stark School
Bennington, Vermont 04201
Bill Steel

5. Mountain Towns' Teacher Center
PO Box 807
Wilmington, Vermont 05363
Anne Watt
802/464-8366
MC/K-12/

WASHINGTON

1. Educational Service District #112
910 N.E. Minnehaha Street
Vancouver, Washington 98665
Doug Goodlet
206/965-8593
MD/K-12/CD

2. Teacher Education Center
Seattle University
Seattle, Washington 98122
Gary Zarter
206/626-5416

3. Teacher Education Programs
Eastern Washington State College
Cheney, Washington 99004
Robert T. Morrow
509/359-2234

4. Teaching-Learning Center
3854 Northeast 87th
Seattle, Washington 98105
Helen Strickland
206/525-5024 and 322-3755
SD & C/Pre-S-12/CD

5. Washington Center for Early Childhood Education
Central Washington State College
Ellensburg, Washington 98926
Dale E. Otto
509/963-1601

WEST VIRGINIA

1. Cabell County Teacher Education Center
620 20th Street
Huntington, West Virginia 25709
James I. Rathburn
304/525-7871

2. Eastern Region Teacher Education Center
Mineral County Board of Education
Keyser, West Virginia 26726
John Mussinex

3. Harrison County Teacher Education Center
301 West Main Street
Clarksburg, West Virginia 26301
Nancy Priselac
304/623-2931
C/All/SD, Ed Res

4. Kanawha County Teacher Center
200 Elizabeth Street
Charleston, West Virginia 25311
Kathryn Maddox
304/348-6681
MC/All/Pre & In

5. Teacher Education Center
Region V
1210 13th Street
Parkesburg, West Virginia 26101
Constance Golden
304/485-6513
MC/K-12/

6. Teacher Education Center
Region V
5 Bank Street
Wheeling, West Virginia 26003
William J. Luff, Jr.
304/233/6010
MC/K-12/

7. Teacher Education Center
   Region VII
   615 King Street, West
   Martinsburg, West Virginia 25401
   Vickie Hilton
   304/263-8948

8. Technology Teacher Center
   West Virginia University
   2925 University Avenue
   Morgantown, West Virginia 26506
   304/293-3803
   R/K-HE/Tech

WISCONSIN

1. Teacher Center
   545 W. Dayton
   Madison, Wisconsin 53711
   Thomas Swenson
   608/266-6186
   SD/K-12/

2. Teacher Center
   734 University Avenue
   Madison, Wisconsin 53711